United Nations E/2011/97

Economic and Social Council

Distr.: General
16 May 2011

Original: English

Substantive session of 2011
Geneva, 4-29 July 2011
Item 2 (b) of the provisional agenda*
High-level segment: annual ministerial review

Letter dated 2 May 2011 from the Permanent Representative of Germany to the United Nations addressed to the President of the Economic and Social Council

Attached herewith is the national report of Germany on progress towards the achievement of the internationally agreed goals, including the Millennium Development Goals, for the annual ministerial review to be held during the high-level segment of the substantive session of 2011 of the Economic and Social Council (see annex).

I should be grateful if you would circulate the present letter and its annex as a document of the Council, under item 2 (b) of the provisional agenda.

(*Signed*) Peter **Wittig**
Ambassador
Permanent Representative

* E/2011/100.

11-33993 (E) 020611

Please recycle

Annex to the letter dated 2 May 2011 from the Permanent Representative of Germany to the United Nations addressed to the President of the Economic and Social Council

Voluntary national presentation of Germany on implementing the internationally agreed goals and commitments in regard to education, for the annual ministerial review of the Economic and Social Council in 2011

Contents

		Page
	Summary	3
I.	It is time for action	4
II.	The role of education in achieving the Millennium Development Goals	5
III.	Facts and figures about German development policy in the field of education	7
IV.	The German vision for education	8
V.	The German draft education strategy for development	10
VI.	The way ahead	15

Summary

Education is one of the crucial challenges for development and development policy worldwide. The latest Education for All (EFA) Global Monitoring Report, issued in 2011, reveals the multifaceted nature of the challenges in the education sector in developing and emerging countries. The Millennium Development Goal summit held in September last year made very clear the important role of education in achieving the Millennium Development Goals as a whole.

In order to respond to the pressing problems and contribute to solutions Germany has decided to restructure its development cooperation in the field of education and to draft a new, holistic education strategy. Germany attaches particular importance to improving the quality of the provision of education, in which qualified and sufficient teaching staff are a key factor. The promotion of education in fragile States is also something that Germany rates particularly highly, as people in countries where conflicts are taking place are especially likely to suffer education poverty. The focal region for action is to be Africa, where Germany decided to double its expenditure on the promotion of education by 2013.

Germany promotes a holistic approach to education, with a focus directed at strengthening the education system. Each subsector, from early childhood education to literacy for adults, is considered on an inclusive basis, as every stage of teaching and learning builds on the preceding one. Germany champions the approach of lifelong learning and also stresses the importance of non-formal and informal education.

The new draft education strategy defines 10 strategic objectives for education:

1. Overcoming educational deprivation is the top priority;
2. Promote education on a holistic basis;
3. Improve the quality of and access to basic education;
4. Further expand vocational education and training;
5. Strengthen higher education and research instead of neglecting the talent available;
6. Replace outmoded concepts with innovative approaches in education;
7. Involve all important actors to a greater degree;
8. Cooperate more closely with the private sector;
9. Make education measures more effective;
10. Make education more relevant and more visible.

I. It is time for action

1. The situation is dramatic: education is and remains one of the crucial challenges for development and development policy worldwide. The most pressing problems in the field of education in developing countries need to be addressed in a joint effort.

2. Seven hundred fifty-nine million people — about 17 per cent of adults worldwide — still lack basic literacy skills, of whom nearly two thirds are women. Despite the progress that has been made, gender disparities with regard to access to and transition from primary to secondary school are still present. Over 67 million children throughout the world still do not attend school, more than half of them girls. The progress towards reaching Millennium Development Goal 2 has slowed. Without joint extra efforts, there is the risk that more children will be out of school in 2015 than today.

3. The quality of school education remains low in many countries. Students leave school without adequate reading, writing and numeracy skills. The shortage of teachers — 1.9 million teachers are needed by 2015 to achieve primary education — remains a great challenge at the primary and secondary school levels.

4. Global crises affect national education budgets.

5. African countries are particularly at risk not to achieve the six EFA goals and Millennium Development Goals 2 and 3.

6. Other development problems also have consequences for the level of education in partner countries: poverty is and remains the principal impediment to education. Hunger and undernourishment cause irreparable damage to the cognitive development of children below 5 years of age and jeopardize their educational success. Diseases (first and foremost HIV/AIDS) cause disruptions in education because teaching staff are absent as a result of illness and death. Natural disasters destroy infrastructure and affect national budgets. Countries suffering from armed conflict very often cannot provide education in an adequate way and register the least progress in the achievement of the EFA goals.

7. Development problems have a direct or indirect influence on the educational opportunities of people in developing countries. The equation also works the other way around: deprivation of education causes further development problems.

8. Deprivation of education causes income poverty, and income poverty causes education deprivation. Education poverty is still, even today, one of the key factors hindering social development in many developing countries. Education poverty is said to be suffered by people who have attended fewer than four years of school. In combination with poor-quality provision of education, this has a huge impact on the development opportunities of the individual and of society as a whole: without education, people are unable to realize their potential, and without educated human resources there will be no sustainable economic growth or sustainable social development.

9. Deprivation of education restricts human rights and freedom. Without education, it is generally impossible for individuals to develop their own potential, take their own decisions or lead a life of their own choosing. Education is also a

prerequisite for the population's taking an active part in political decision-making processes. Education is therefore a human right.

10. Successes have been achieved. Remarkable progress has already been made towards the attainment of Millennium Development Goals 2 and 3. The average school enrolment rate in developing countries rose significantly, from 82 per cent to 89 per cent, between 1999 and 2008. The improvements were particularly marked in sub-Saharan Africa, with school enrolment rising from 58 per cent to 76 per cent. Despite rising population growth, the number of children not attending school fell from 106 million in 1999 to 67 million in 2008. The overall gender ratio in access to education improved considerably at the primary school level in many developing countries between 1999 and 2008. That shows that partner countries and donors are on the right track, and that investment in education pays.

11. Despite these positive trends, however, it is likely that it will not be possible to achieve most of the EFA goals and Millennium Development Goals by 2015 on a global scale. In particular, it is considered that there is little hope of achieving the goals in countries where armed conflicts are taking place. The time to act is now. As a response to the manifold challenges of the education situation in many partner countries, Germany is currently working on a new strategy for education in order to give its share in countering the most pressing problems in developing and emerging countries.

II. The role of education in achieving the Millennium Development Goals

12. The overarching goal of Germany's development policy is to alleviate poverty and to contribute to achieving the Millennium Development Goals worldwide. Education is a key factor and catalyst in achieving not only the education-related Goals 2 and 3, but also the Millennium Development Goals as a whole. Education is a prerequisite for overcoming extreme poverty. Education for girls and women improves their social position over the long term, and thus contributes to gender equity. Awareness-raising, education and research can reduce child mortality, improve the health of mothers and help in the fight against HIV/AIDS. Education promotes sustainable economic development, environmental protection and the conservation of natural resources at the local level. Therefore, Germany has placed education at the centre of its development cooperation. In more detail, German development policy sees the relationship between education and the eight Millennium Development Goals as follows:

Millennium Development Goal 1: Eradicate extreme poverty and hunger

13. Education equips people with the necessary knowledge and skills to secure their livelihoods through their own production or by taking on paid work. Education enables agricultural production to be increased in rural regions and makes an important contribution to preventing famines. Furthermore, education enables people to engage in entrepreneurial activity and promote poverty-reducing economic growth by creating jobs.

Millennium Development Goal 2: Achieve universal primary education

14. This Millennium Development Goal has the most obvious direct connection with education development cooperation. The promotion of primary education is the foundation for all subsequent levels of learning, which is why it is particularly important for development. At this stage, learners are meant to be successfully taught not only how to read and write, but also the basic functions of arithmetic and other basic knowledge. The fundamental aspect here is learning how to learn.

Millennium Development Goal 3: Promote gender equality and empower women

15. The education of girls and women secures and promotes the social, political and economic development of developing countries. Educated girls/women get married later in life, tend to have fewer children, and make sure that their children are well nourished, receive necessary medical treatment and go to school. In addition, the education of girls and women encourages their participation in decision-making in family, political and economic affairs. Education also improves the productivity of women and girls, which enables them to earn their livelihoods independently.

Millennium Development Goal 4: Reduce child mortality

16. Promoting the education of children has a major influence on how they behave later as adults and parents. Children of parents who have at least completed primary school have a greater chance of surviving past their fifth birthday than those of parents with no schooling. In particular, mothers with primary education demand more effective curative and preventive health services for the benefit of their children. The effects of the fight against child mortality are reinforced if the provision of education is backed up by school health programmes that give parents advice on combating malaria, HIV/AIDS and specific childhood diseases.

Millennium Development Goal 5: Improve maternal health

17. Links between education and maternal health are strong. Women who went to school tend to have their first child at a later age than women without any school education. The latter often become mothers for the first time when they are still adolescents, a fact that is associated with particular risks to life and health during pregnancy and childbirth. Moreover, pregnant women with appropriate basic education make use of screening examinations at health facilities more often and are more likely to give birth to their children in the presence of professional midwives than those with no education.

Millennium Development Goal 6: Combat HIV/AIDS, malaria and other diseases

18. Education can pass on knowledge about HIV/AIDS, malaria and other diseases. People with no education have less knowledge of infectious pathways, prevention measures and possible treatments for diseases such as HIV/AIDS and malaria. Education also has a particularly important role to play in overcoming discrimination against people affected by HIV/AIDS. Students who have been systematically informed about HIV/AIDS in their school years display greater acceptance of people who are HIV-positive.

Millennium Development Goal 7: Ensure environmental sustainability

19. Education is a matter of strategic importance in ensuring environmental sustainability. Children at school learn values and behaviours that are conducive to a more sustainable way of life. These include learning about environmentally friendly methods of production and modifying consumer behaviour. Education can help to improve the prospects of people living in countries particularly affected by climate change. By integrating disaster control into school curricula, people will be able to develop more effective protective measures.

Millennium Development Goal 8: Develop a global partnership for development

20. EFA and its Fast Track Initiative (FTI) serve as models for other sectors. As a result of the FTI, donors focused on those countries that were in need of particular support in working to achieve Millennium Development Goals 2 and 3 and the EFA goals. Furthermore, FTI serves as a platform for improving the coordination processes between donors and the applicant countries and thus contributes to the implementation of the Paris Declaration. In order to master global challenges, people are needed who are enabled to participate in economic and social development processes worldwide. Education is a basic prerequisite for this, because only a well-educated population can act independently under its own responsibility, take decisions and bring about change. By promoting education now, Germany also wants to contribute its share to deal with global challenges in this field.

III. Facts and figures about German development policy in the field of education

21. Education is a joint task of many. Transparency is essential in promoting education in developing countries on a collaborative basis with partner countries and other donors. Germany is developing its education strategy in a transparent joint process with all relevant actors in order to create trust and encourage common determination. At the same time, transparency regarding the level and the nature of the use of funds is important for our partners so that they can plan for the longer term. Transparency is equally important for the donor community, so that the division of labour and harmonization can be improved in accordance with the principles of Paris and Dakar.

22. Education is one of the key areas of German development policy. Germany is the world's second-largest donor in education among the countries of the Development Assistance Committee of the Organization for Economic Cooperation and Development (OECD). German contributions to the education sector as a whole amounted to €1.23 billion in 2009.[1] This is equivalent to roughly 20 per cent of total German bilateral official development assistance. Germany's overall bilateral education official development assistance is divided up among the individual subsectors as follows: in primary education, gross official development assistance disbursements amounted to €106 million in 2009, representing 8.6 per cent of bilateral German official development assistance for education. Germany has constantly increased its contributions to primary education since 2005. Gross

[1] All figures from the official OECD Development Assistance Committee statistics for 2009.

disbursements for secondary education were €5 million in 2009, while gross disbursements for vocational education and training were €75 million, equivalent to 6.1 per cent of bilateral German official development assistance for education. The largest proportion of German education official development assistance is directed to the field of higher education, totalling €858 million. Of this, €662 million is attributable to so-called student-imputed costs in higher education, which originate exclusively from the German federal states for students from developing countries studying in Germany. Official development assistance for higher education accounts for 70 per cent of bilateral German official development assistance for education. The regional distribution of the German funding of education shows that the largest amount of bilateral official development assistance in 2009 went to Asia, with 47 per cent of the funds, followed by Africa, with 24 per cent, and Europe and Latin America, each receiving 12 per cent. The large proportion of official development assistance funds attributable to Asian partner countries can be explained by the large number of students from Asian countries studying in Germany. In the field of primary education in 2009, 47 per cent of official development assistance funds went to Africa, 41 per cent to Asia and 8 per cent to Latin America. In the field of vocational education and training, 52 per cent of bilateral official development assistance funds went to Asia, 35 per cent to Africa, 10 per cent to Latin America and 8 per cent to Europe. With regard to higher education, 54 per cent of official development assistance funds were allocated to Asia, 21 per cent to Africa, 5 per cent to OECD recipient countries in Europe and 3 per cent to partner countries in Latin America.

23. In the context of German bilateral development cooperation with eight partner countries, education was agreed upon as a priority area of cooperation. In general, the Federal Ministry for Economic Cooperation and Development supports education in almost every partner country, either as an important part of programmes in other sectors (such as energy or health), as a regional project or in the context of non-governmental development cooperation through non-governmental organizations, German political foundations or churches. With its new strategy, Germany counts on increasing the number of partner countries with education as an agreed priority area by 2013.

IV. The German vision for education

24. Germany's guiding vision is a holistic approach to education. The central focus of Germany's development approach is the individual person. The vision is more education for all — from the very beginning, for the whole of life. This holistic approach includes all levels of education: early childhood education and development, primary education, secondary education, vocational education and training, higher education and adult education. It must be possible for all persons to learn and to acquire knowledge throughout their lives.

25. Millennium Development Goal 2 makes it quite clear: primary education is the foundation for the entire education system and for all learning. It equips students to engage in independent learning and to participate in a global information and knowledge society. It is the first stage in the acquisition of skills, which all subsequent stages build on. Basic education includes early childhood and preschool education as well as primary school education, but also out-of-school education for children, young people and adults who have previously had no access to education.

26. Germany understands secondary education as general and vocationally oriented education that follows on from primary education and serves as preparation for higher education or entering the job market. Secondary education will become increasingly important in future as the number of primary school leavers rises in many developing countries in line with growing populations, meaning that the pressure on the provision of secondary education will constantly intensify.

27. Vocational education and training enables individuals to acquire, maintain and further develop skills, abilities and attitudes that are needed for gainful employment. Vocational education enables people to earn an income. This also improves their opportunities to participate in society. Key qualifications obtained through vocational education enable people to shape their own work and life situations.

28. Germany is a world leader in vocational education and training. Thanks to its experience, especially with the dual vocational training model, the link to the labour market and the substantial involvement of the private sector, Germany — as the world's largest donor in vocational education and training — has particular comparative advantages in vocational training, looking back on decades of experience and calling upon special expertise that partners explicitly demand. The issue here is to develop precisely tailored solutions for partner countries in accordance with German best practice, with greater proximity to companies at the local level and less focus on central vocational training establishments.

29. Developing and emerging countries need capable leadership elite, among other things, to take on social and political responsibility. A country's experts and leaders are educated at universities, which is why Germany also promotes higher education and academia in its partner countries. Germany sees it as a matter of principle that no one may be denied the chance to become part of that educated elite on account of his or her origin. Development requires science and research, which must be oriented to the needs of the labour market and to the talents of the country. This is where the links between universities and local industry are critical. The mobility of students from developing countries is increased by providing scholarships. Academics who have spent time studying in Germany can advance democratic reforms and good governance in their home countries. At the same time, it is essential to counteract the brain drain. Local capacities have to be built up in-country so that academics will find appropriate work in their homeland.

30. The presence of an adequate pool of well-qualified experts does not give rise to economic growth on its own. It goes without saying that other factors are also important for this. The level of education of a population, however, is one of the decisive preconditions for investment and production. Germany therefore considers the promotion of secondary education, vocational education and training as well as higher education as making a direct contribution to economic growth, which, given fair distribution, leads to the alleviation of poverty (Millennium Development Goal 1).

31. In addition to formal education, Germany promotes non-formal and informal education, attaching particular importance to out-of-school education aimed at strengthening education integrally. Germany considers these forms of learning vitally important, because, among other things, they are well received in those regions where sexuality and health are all too often seen as sensitive matters. Forms of informal and out-of-school education lend themselves very well to conveying content that helps to prevent the further spread of HIV/AIDS (Millennium

Development Goal 6). Unconventional learning methods can be used to provide mothers with crucial knowledge about hygiene and also nutritional tips, for example. This can help to save lives and contributes directly to the achievement of Millennium Development Goals 4 and 5.

32. Germany follows the approach of lifelong learning: education must begin in early childhood and continue through all phases of life, right into old age. No one must be excluded from this. For the first time, the German development policy will combine all of these elements in a unified strategy in education.

33. Germany's vision is made more concrete in the 10 aims of its education strategy. These are core themes to be pursued in future German development policy.

V. The German draft education strategy for development

34. In early 2011, the Federal Ministry for Economic Cooperation and Development worked very closely with its partners, such as civil society, development cooperation experts from German implementing agencies, specialists from academia and the private sector, to write the first draft of a holistic education strategy for development policy.[2] On 1 March, the Federal Minister for Economic Cooperation and Development, Dirk Niebel, presented this draft to a wide international audience in Berlin. Emphasis was quite deliberately placed on involving a broad spectrum of all relevant actors in preparing the draft at an early stage. The commitment by Federal Minister Niebel to doubling German funds for education in Africa by 2013 is particularly relevant. It shows Germany's recognition of the special obligation of donor countries to make education a top priority and to increase expenditure on education, at times when international trends are to the contrary. The German education strategy sets out the development-policy framework for how Germany specifically wants to achieve the EFA goals. The *10 aims for education* set out in the strategy will also, above and beyond advancing Millennium Development Goals 2 and 3, make a fundamental contribution to the other six Goals, either directly or indirectly.

35. The core issues for the strategy are: improving the quality of and access to primary education, expanding vocational education, strengthening universities and broadening cooperation with business and industry. In addition, as a co-founder and active member of the Education for All Fast Track Initiative (EFA FTI), Germany also contributes to the achievement of Millennium Development Goals 2 and 3 and the six EFA goals in the context of this important international process. The FTI was brought into being in order to lend particular support to those countries which would have had no chance of achieving the above goals without additional financial assistance. Germany's payments to the FTI to date amount to €14.5 million. Further contributions at the present level are already firmly scheduled up to 2013. Germany sets great store by the joint efforts carried out as part of the EFA FTI, and consequently, within the framework of its new education strategy, further specific measures to provide even greater support to the Initiative are envisaged.

36. For Germany, education is a strategic key to development. The challenge of making good-quality education available for all is more urgent than ever. Germany

[2] The strategy was in the process of being drawn up at the time when this report was produced; comments can still be made at www.education@bmz.bund.de.

stands for a holistic approach to education — from primary education through secondary education and vocational education and training to higher education and the provision of non-formal basic and further training. Germany's strategic education objectives are set out in the *10 aims for education*, which will serve as a sound foundation for all of Germany's activities in development cooperation in the field of education.

1. Overcoming educational poverty is the top priority

37. In order to expand the promotion of education in development cooperation effectively and in a sustainable way, Germany wants to make education a priority area with a significantly increased number of partner countries and to strengthen regional education programmes. Since Africa remains the continent with the largest education deficit and the need for education is most dramatic there, Germany will double its development contributions for education in Africa by 2013 and also increase its contributions to education at the global level.

2. Promote education as an integral whole

38. Germany wants to strengthen education systems in their entirety. The promotion of individual areas of education will no longer occur in isolation, but with reference to adjacent areas.

39. Germany also wants to continue to shape the pioneering role of its development cooperation and to increasingly put forward this holistic approach in both bilateral and multilateral cooperation, and establish it to serve as an example. To that end, Germany will actively make use of our opportunities to help shape matters with respect to multilateral and supra-national donors and institutions within the scope of like-minded dialogues and consultations. To supplement its bilateral education projects and programmes for developing countries, Germany also wants to continue to play an important part in the commitment to education within multilateral organizations such as the European Union and intends to make the case in Brussels for a strategic realignment and deeper embedding of education in European development policy. In close cooperation with its partner countries, Germany will promote an effective division of labour with other bilateral and multilateral donors in the education sector.

3. Improve the quality of and access to primary education

40. This objective will permit Germany to make a direct contribution to Millennium Development Goals 2 and 3. Primary education will continue to occupy a key position in our education promotion policy. Germany will champion high-quality primary education that is accessible, without discrimination. Good-quality primary education is the key to success at all subsequent stages of education and in all its forms. In order to improve the quality of training, Germany will focus in particular on promoting teacher training in our partner countries. Germany is also committed to early childhood education and development, at which stage crucial cognitive and social prerequisites are established for all subsequent learning processes. Germany wants to promote talent beginning with primary education. This includes both providing special learning opportunities of high quality and improving access to good education. Achievement should be rewarded and promoted,

irrespective of gender, social origin, ethnic background, physical impairment or religion.

41. Germany will intensify its cooperation with the EFA FTI. Above and beyond its role in helping to shape content, Germany will continue to make funds available for enabling partner countries to tap further funds to improve their national education systems. At the same time, Germany will be actively involved in the implementation of the EFA FTI reforms, which are aimed at making procedures and structures more efficient and effective.

42. Germany sees particular responsibility in the field of education in countries affected by fragility and conflict. Education systems cannot perform well in the face of violence and conflict. The Federal Ministry for Economic Cooperation and Development will, therefore, closely dovetail the promotion of education with peacebuilding and crisis prevention, as well as with the promotion of democracy and good governance.

4. Further expand vocational education and training

43. Governments alone cannot overcome the challenges in the education sector. Building on the basic principles of dual vocational education and training — in particular demand-oriented, decentralized, practical and modular training — Germany will therefore initiate new vocational education and training partnerships between the private and public sectors in our partner countries. New avenues will be explored and will make it easier to use private know-how and private capital for development processes. Germany wants to contribute to raising awareness worldwide of the importance of vocational education and training for the long-term competitiveness of countries' economies in a rapidly changing world. Germany will increasingly train local experts on the ground in conjunction with business — especially for industries of the future in the fields of renewable energy and/or natural resources, and to provide people with infrastructure, energy, financial or health services. In particular, Germany wants to promote all those industries in which local private companies are represented and where there is particularly high demand in the labour market, and those that are innovative and focus on the provision of services. By promoting vocational education, Germany will contribute to the achievement of Millennium Development Goals 1, 7 and 8, among others.

5. Strengthen higher education and science instead of neglecting talent

44. University graduates are crucial change agents in the development processes of our partner countries. As national decision makers, they shape and are responsible for developments in politics, business and society. In promoting higher education and science as part of our development policy, Germany will devise concepts precisely tailored to the differing needs of its partner countries. In addition, contact with alumni and academics from developing countries will be intensified in order to make better use of their expertise for the development of their home countries. Germany echoes the demands of civil society and churches, and wants to increase support for repatriation in order to prevent institutional brain drain and thus help to strengthen the academic strata in its partner countries. Germany will increase the level of promotion of innovative regional and supra-regional education projects in higher education — specifically with a view to promising industries for the future, such as those concerning renewable energy, climate change, water management and

securing the supply of raw materials. In this connection, this engagement is to be seen as a direct contribution to supporting environmental sustainability (Millennium Development Goal 7).

6. Innovative approaches to education instead of obsolete concepts

45. Germany will break new ground in the testing of innovative education approaches. Germany is therefore planning five flagship projects which pick up on our new conceptual approaches particularly convincingly:

(a) In primary and secondary education, a regional programme is under implementation that will support partner countries in Africa through capacity-building in order to better tap existing multinational financing options in the education sector. The focus in this case is on countries wishing to improve their administrative capacity, often as a result of conflict. Beneficiaries can be Government as well as civil society. Close cooperation with the EFA FTI secretariat is part of the concept;

(b) In vocational education and training, Germany wants to shape the innovative instrument of triangular cooperation with emerging economies. In this way, German experience is linked with that of partner countries and thereby can contribute to South-South networking;

(c) In Africa, Germany intends to improve the quality of higher education. For this purpose, Germany wants to support the African Union in establishing a pan-African university. The German contribution to this university network will be through an innovative combination of our higher-education instruments;

(d) Free media encourage Governments to engage in good governance. They uncover shortcomings and enable people to take well-informed decisions. Germany will therefore promote the training of media professionals, especially the training of journalists, in new programmes in Africa and Latin America. In this field, synergies will be exploited by further dovetailing German expertise in the training of media professionals with instruments of technical and financial cooperation;

(e) In order to devote particular support to promoting talent, Germany intends to expand its provision of special leadership training schemes for the local leaders of tomorrow in partner countries.

7. Increase the involvement of all important stakeholders

46. Education is the responsibility of States and Governments, but at the same time it is a task for society as a whole. Interchange between governmental and non-governmental actors must be promoted in order to create a demand-driven, effective range of educational opportunities and integrate various points of view. Germany therefore wants to involve churches, as well as civil society and the private sector in Germany and the partner countries, more closely than before in development cooperation. In order to increase the involvement of civil society in partner countries, German development policy wants to pool forces, embark on new paths and intensify its cooperation with German political foundations and their decentralized networks.

8. Cooperate more with the private sector

47. Germany wants to enhance the crucial role of private enterprises for the development of countries. Germany will therefore support companies, for example, by training urgently needed local experts and managerial personnel. At the same time, Germany wants to call on them to play their part when it is necessary to finance the provision of training for members of non-governmental organizations and the population in connection with local investment or to make training opportunities available for local workers, for example, within the framework of public-private partnerships.

48. Germany will also better integrate concepts such as corporate social responsibility, innovative methods of education financing, and technology transfer into its approaches in promoting education in development policy. Germany intends to expand new forms of cooperation with local and German private enterprises — such as education fairs, the promotion of interactive networks and the targeted training of experts to meet demand in the private sector. In this way, Germany wants to contribute to the leveraging of private investment in partner countries specifically for this type of development. This cooperation with the private sector is guided by the 10 principles of the United Nations Global Compact, which cover human rights, labour, the environment and anti-corruption efforts.

9. Raise the effectiveness of education measures

49. Increasing investment in bilateral and regional education promotion and improving the effectiveness and efficiency of Germany's contributions are two sides of the same coin: German development policy will double its investment in education in Africa by 2013, increase it on a global scale and expand the number of partner countries with education as a priority area. This goes along with significantly raising the quality, and hence the effectiveness, of Germany's programmes in the education sector by performing more intensive independent evaluations. In order to better evaluate whether the objectives will be achieved, Germany is developing education indicators that make the success of development activities measurable according to plausibility criteria. Germany wants to make its actions comparable and to contribute to the transparency needed.

50. Increasing efficiency is a crucial concern for Germany's bilateral development cooperation as well as in multilateral education contributions. In order to raise the effectiveness of multilateral initiatives, Germany will continue to support the reform of the international education initiative Education for All and the associated Fast Track Initiative. With the objective of increasing the effectiveness and efficiency of development cooperation in education, Germany is still committed to the principles of the international division of labour as codified in the European Union *Code of Conduct on Division of Labour in Development Policy* and the OECD *International Good Practice Principles for Country-Led Division of Labour and Complementarity*. Germany therefore coordinates its contributions with the international donor community and is committed to joint analyses and evaluations in the education sector in partner countries. A further step to improve the effectiveness of German development cooperation in general was to merge our governmental implementing organizations of technical cooperation, GTZ, InWEnt and DED, to form the new implementing organization Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ).

10. Increase the relevance and visibility of education

51. To highlight the close link between lack of education and poverty, and thereby also illustrate the connection between education and the Millennium Development Goals, Germany wants to put education more firmly and visibly on the agenda of development policy. Germany wants to increase the transparency of development policy, to motivate citizens to support its objectives, and to raise awareness of matters relating to education and development policy among young people in particular — as the future decision makers in society — and encourage their engagement in civil society. Germany will advance this goal in the context of its development policy awareness-raising and education work, which supports the education work of relevant actors, such as non-governmental organizations in Germany.

VI. The way ahead

52. The remaining challenges for the future can be tackled successfully only in a joint effort by all stakeholders. Universal primary education (Millennium Development Goal 2) is likely to be achieved in almost half of the developing countries and most emerging economies by 2015. Gender equality is on a good course but needs further attention. Germany will make a particular effort to support those countries where there is a high risk that Millennium Development Goals 2 and 3 might not be achieved on time. Success in increasing access to primary education requires solutions for education at further levels and allows more concentration on quality in education. Therefore, Germany will respond to the rising demand in these fields and support quality at all levels of education.

53. Unforeseeable environmental disasters such as that currently occurring in Fukushima strengthen our resolve to continue to invest in forward-looking branches of renewable energy. Germany has long-standing experience in renewable energy. Therefore, it is only fitting that Germany further promotes the training of local experts and managerial staff in these fields.

54. Far-reaching problems such as climate change demand forward-looking provision of education today aimed at elites in partner countries who are oriented towards the future and who will be able to respond independently in their localities to the consequences of global problems.

55. There have recently been impressive examples of what an important role media can play in overcoming autocratic systems. Value-oriented education promotes good governance, liberal and democratic values, and a critical attitude towards Governments. Media help to disseminate these values and information. That is why Germany wants to invest more in the training of media professionals.

56. It is also to be expected that the consequences of the global financial and economic crisis will continue to have a negative impact on the national budgets of many countries, and therefore also on their education budgets. This is a question of reallocation and of political will on the part of donor and partner countries alike.

57. At the same time, Germany sees the urgency of identifying alternative financing options. The private sector must become more involved in the training of experts locally in partner countries. This is a win-win situation: the companies receive excellently trained experts, and their funds complement those from the

Government's coffers. There will also be an increasing number of public-private partnership projects for education. The mobilization of new funding sources for education is subject of the Taskforce on Innovative Financing for Education, in which Germany actively participates. Several types of new financing resources, such as a sports tax on transfers of players, notably in the football sector (soccer levy), a levy on teacher trade unions in countries of the North or the setting-up of an international fund on the basis of individual voluntary and corporate contributions (legacy fund) are currently being discussed. Germany will also pursue triangular development cooperation with emerging economies.

58. The importance of education in achieving each of the Millennium Development Goals has been demonstrated above. In order to pool results and exploit reciprocal cause-and-effect relationships between the sectors (particularly health and rural development), cross-sectoral projects involving education will be further expanded in future.

59. Germany challenges itself with ambitious development-policy goals — which are nothing less than helping to make the world more equitable through education — for each individual, as an opportunity to realize his or her development potential, and for society as a whole, as an opportunity for more democratic and more sustainable economic and social development. We can only do this together. The time to act is now.

United Nations E/2011/98

Economic and Social Council

Distr.: General
16 May 2011

Original: English

Substantive session of 2011
Geneva, 4-29 July 2011
Item 2 (b) of the provisional agenda*
High-level segment: annual ministerial review

Letter dated 10 May 2011 from the Chargé d'affaires a.i. of the Permanent Mission of Belarus to the United Nations addressed to the President of the Economic and Social Council

I have the honour to transmit herewith the national report of the Republic of Belarus entitled "Implementing the internationally agreed goals and commitments in regard to education" for the annual ministerial review to be held during the high-level segment of the substantive session of 2011 of the Economic and Social Council (see annex).

I would be grateful if you would circulate the present letter and attached report as a document of the Council.

(*Signed*) Zoya **Kolontai**
Chargé d'affaires a.i.

* E/2011/100.

11-34054 (E) 310511 070611

Please recycle

Annex to the letter dated 10 May 2011 from the Chargé d'affaires a.i. of the Permanent Mission of Belarus to the United Nations addressed to the President of the Economic and Social Council

[Original: Russian]

Implementing the internationally agreed goals and commitments in regard to education

National report of Belarus

Summary

Immediately upon attaining independence, Belarus made a breakthrough towards the formation of a socially oriented market economy. The prospects for socio-economic development for the period up to 2015 and the strategy for national development up to 2020 were defined. Belarus adopted the concept of sustainable development as the ideology of its social, economic and cultural development.

The changes taking place in the economic and sociocultural life of the country and the realities of the new historical phase of development are having an impact on the development of Belarus's education system. The creation of the legal and economic mechanisms to ensure the functioning and development of the education system has made it possible to give effect to the constitutional right of citizens of Belarus to receive high-quality and accessible education.

The fact that Belarus has achieved some of the Millennium Development Goals ahead of schedule, the high level of human development and the ensuring of political, socio-economic and inter-ethnic stability within the country are evidence of the results achieved.

The national education system is multilevel and its development is based on purposes and principles common to all civilized countries: the shaping of free, intellectually and creatively oriented personal development capable of structuring relations between people, nations and States on the basis of respect, peace and justice.

Almost 10,000 educational institutions are in operation in Belarus at all levels, with a staff of about 445,000 providing instruction and education for more than 2 million children, pupils and students.

Social standards have been adopted in the field of education and their application is guaranteed. A developed system of social support for pupils has been established. The development of education in Belarus follows the course of Europe-wide and world trends. In the Human Development Index published in 2010, Belarus occupies 61st place out of 169 countries and territories, and this is due in large measure to the results achieved in the area of education. In the list of the world's 110 most prosperous countries (the Legatum Prosperity Index), Belarus ranks 54th, and in terms of the level of education it is in 23rd place.

The qualitative indicators of educational level (level of literacy of the population, number of pupils and students) ensure that Belarus constantly appears among the leading countries of the world by United Nations standards: the adult literacy level is 99.7 per cent, and the overall index of persons attending educational institutions is 90.4 per cent.

The educational system is one of the most dynamically developed branches in the socio-economic sphere. Forward-looking development is achieved by implementing a system of measures to enhance the potential of the personnel of educational organizations and institutions, develop their material and technical base and strengthen their financial independence.

Belarus is a party to many international treaties and agreements and an active participant in and initiator of discussion of problems relating to global issues of the development of human society in the post-industrial era, including the 1997 Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region, and is working to bring the country into the European higher education space.

In line with world trends, the educational system in Belarus has followed a course of developing "lifelong education". This idea has found practical expression in a system of ongoing education which covers all educational levels from preschool to the professional (higher) levels. Belarus is taking concrete action to achieve further integration of the national educational system into the world educational space while retaining its national and cultural identity.

Contents

		Page
I.	Socio-economic conditions of the functioning and development of the educational system in Belarus	5
	A. National Strategy for Sustainable Socio-economic Development up to the year 2020	5
	B. Normative legal regulation of social relations in the field of education	6
	C. Providing resources for education	6
II.	Structure and organization of the education system	10
	A. Structure of the education system	10
	B. Functioning and development of the education system	11
	C. Research	20
III.	Prospects for the development of the national education system in the context of world educational processes	21
IV.	Initiatives for the development of international cooperation in the area of education	22
Annexes		
1.	Early childhood educational institutions (ECEI)	23
2.	Teaching staff in early childhood educational institutions	25
3.	Total number of general education schools and boarding schools	26
4.	Total number of pupils in general education schools and boarding schools	27
5.	Academic and teaching staff in general education day schools and boarding schools	28
6.	System of educational institutions and mainstreaming units for children with disabilities	30
7.	Number of children with disabilities enrolled by type of institution	32
8.	Teaching specialties within the special education system	34
9.	Vocational education and training institutions	37
10.	Multifunctional vocational education and training institutions	38
11.	Enrolment at vocational education and training institutions	39
12.	Educational level of supervisory and teaching staff in professional and technical education	40
13.	System of State secondary specialized educational institutions	42
14.	Breakdown of enrolment in secondary specialized educational institutions	43
15.	Teaching faculty of specialized secondary educational institutions	45
16.	System of institutions of higher education in Belarus	46
17.	Students admitted to, attending and graduating from institutions of higher education	48
18.	Enrolment in institutions of higher education	52
19.	Faculty at institutions of higher education	55
20.	Supplementary education institutions for children and youth	57
21.	Associations according to field of activity and participants	58

I. Socio-economic conditions of the functioning and development of the educational system in Belarus

A. National Strategy for Sustainable Socio-economic Development of Belarus up to the year 2020

1. Over the period 2006-2010, the national education system developed in accordance with the Programme for Socio-economic Development of Belarus 2006-2010, as well as the National Strategy for Sustainable Socio-economic Development up to 2020 adopted in 2004. The Strategy is the programme document that defines prospective directions and forecast indicators for the country's development, taking into account the results achieved and global trends in world development. Its focus is on the attainment of Agenda 21 defined by the United Nations Conference on Environment and Development (Rio de Janeiro 1992), the Millennium Declaration adopted by the General Assembly of the United Nations (September 2000), the Political Declaration and Plan of Implementation of the World Summit on Sustainable Development in Johannesburg (September 2002) and other international agreements.

2. The most important socio-economic components of sustainable development in Belarus to 2020 are:

- Increasing the living standard and quality of life of the population
- Reducing poverty
- Changing the structure of consumption and production
- Protecting and improving health
- Improving the demographic situation
- Countering the criminalization of society.

3. The strategic objective is to create an educational system which corresponds to the needs of personal development, society and the State, creating conditions for the further development of the system and preparing new generations for life and work in a civil society with a sustainable socially oriented market economy. Attainment of this objective is facilitated by the solution of a number of problems:

(a) Creating conditions for satisfying the demands of citizens for education and the acquisition of comprehensive in-depth knowledge, harmonious personal development and enhancement of creative capabilities;

(b) Ensuring accessible and cost-free general, vocation-technical and, on a competitive basis, secondary specialized and higher education, the progression and continuity of levels and stages of education and its democratization;

(c) Enhancing the intellectual and cultural potential of the population through the improvement and optimization of the national education system;

(d) Ensuring that the national education system enters the world educational space.

4. Of particular significance for Belarus during this period is the forward-looking nature of the development of education, its focus on the issues and values of the

future post-industrial civilization. The goal for 2011-2020 is to bring the national education system up to a level that matches world standards.

B. Normative legal regulation of social relations in the field of education

5. Belarus has an effective legislative base governing social relations in the field of education. The legal foundation consists of the Constitution of Belarus and the acts on education (1991), vocational and technical education (2003), education of persons with disabilities (special education) (2004), general education (2006) and higher education (2007).

6. For purposes of the further development of social relations in the field of education, the Education Code of Belarus was adopted on 13 January 2011, and enters into force on 1 September 2011. As a result, Belarus is in fact the first country in the world to have solved not only the practical but also the theoretical problem of codifying education law.

7. In accordance with the legislation of Belarus, State educational policy is based on the following principles:

- The priority of education
- The priority of universal human values, human rights and the humanistic nature of education
- The guaranteed constitutional right of every person to education
- Equal access to education
- Compulsory general basic education
- Integration into the international educational space while preserving and developing educational traditions
- Environmental focus of education
- Support and development of education with reference to the State's socio-economic development objectives
- The State nature of educational oversight
- The secular nature of education.

C. Providing resources for education

1. Funding and improving the material and technical base for education

8. Stable funding is provided for the education system. Over the period 2006-2010, education spending increased by a factor of 1.6, reaching 8.5 trillion roubles in 2010, or 5.1 per cent of gross domestic product (GDP). Funding for the educational system is projected to reach at least 6 per cent of GDP in the middle term, starting in 2011.

9. There have been significant financial investments in renovations and procurement of new equipment and up-to-date technology.

10. During the last five years, 267 educational facilities have been built (in 2010, this figure was 81), including 31 preschools and 50 public schools. Construction of a complex designed to house 9,000 students has been under way in Minsk since 2009.

11. Measures have been taken to maintain existing facilities in appropriate condition. Over the last five years, over 2,000 buildings (one fifth of the total number) which are part of educational complexes have undergone major renovations. Thus, the conditions for study by children and youth in most educational institutions are highly up-to-date.

12. There is a national system of educational book publishing. From 2006 through 2010, 96.2 billion roubles ($35 million) were allocated from the State budget for publication of textbooks and learning materials for general education schools alone; 843 titles have been published, as have 192 sets of teaching guides.

2. Computerizing the education system

13. Major steps have been taken to computerize the education system. As part of a programme for the comprehensive computerization of the education system during the period 2007-2010, the following activities have been undertaken:

(a) Development and introduction of national information technology (IT) educational resources, electronic teaching tools and sectoral automated educational management systems;

(b) Integration of educational institutions and State educational oversight bodies into a unified sectoral IT environment;

(c) The provision of IT and management technology and software for educational institutions and State educational oversight bodies;

(d) The development of a system of training, continuing education and retraining for information and communications technology specialists;

(e) The laying of the regulatory, legal, scientific and methodological groundwork for the computerization of education.

14. As a result, the capabilities of electronic teaching tools are being more and more widely used in the teaching process in educational institutions. Training materials for educational institutions are generally published in both hard copy and electronic form. Those involved in the educational process (be they educators, students, legal representatives of juvenile students or others) can access educational and curricular documentation in electronic form through the websites of educational institutions and organizations responsible for the operations of the educational system. Based on information submitted with regard to numbers of specialists needed, educational institutions train personnel to manage the information and communications technology sector and to collaborate actively with a high-tech park established in the Belarus to develop software and information and communications or other new technologies, including new high-tech products.

15. In colleges and universities, professionals can now be trained in such sought-after specialties as nanotechnology and nano-materials for electronics; electronic security systems; aerospace radio-electronic and information systems and

technologies; applied information technology; micro- and nano-systems technology; micro- and nanotechnology; computer mechatronics, etc.

16. The following priority measures are being taken to continue the successful computerization of the Belarusian education system:

(a) Improvement of specialized electronic equipment in all academic disciplines, to be followed by their adoption in the country's educational institutions;

(b) Provision, in cooperation with the Ministry of Communications and Information Technology, of broadband Internet access in all educational institutions, 2011-2012;

(c) Widespread introduction of distance learning;

(d) Development of open educational resources;

(e) Development and adoption of a unified industry-wide electronic document flow system.

3. Staffing and social protection for educators

17. The educational process in the Republic of Belarus involves 445,000 educators. According to the Legatum Prosperity Index, compiled by the Legatum Institute, an independent British think tank, Belarus has the twenty-third lowest teacher-to-pupil ratio (15:1) of the countries ranked.

18. There are 22 universities in the country where educators with advanced degrees are trained in over 90 fields of specialization, while training of educators with specialized secondary education is conducted in 15 colleges in 10 fields of specialization. Graduates of institutions which train educators are guaranteed placement in their first job after completion of their studies, as are graduates of other professional training institutions. Educators receive training in up-to-date information technologies.

19. A set of measures is in place to support workers in the sector. Salaries are increased on a systematic basis, and have gone up 140 per cent over the last three years. Most educators have a reduced work week which does not exceed 36 hours; and schoolteachers and teaching faculty have 56 calendar days of annual leave.

20. Specific categories of educators receive a monthly allowance to cover purchases of learning and teaching materials. They are also eligible for professional pension insurance. (They are entitled to a seniority-based pension, for women with at least 25 years of special seniority upon reaching the age of 50, and for men with at least 30 years of special seniority upon reaching the age of 55.

4. Belarus' international education commitments

21. Belarus has been working consistently to reinforce international cooperation on education.

22. It is party to multilateral international and regional education agreements, including in the framework of the United Nations, the Commonwealth of Independent States and the Eurasian Economic Community. It is also party to 69 bilateral international agreements (as against 54 such agreements in 2006) and

has more than 1,800 direct institution-to-institution agreements with foreign educational institutions, which is 43 per more than it had in 2006.

23. All of this has fostered academic mobility for faculty and students and the integration of the national education system into the international educational space.

24. The most productive cooperative relationships are with the Russian Federation, Ukraine, Germany, Lithuania, Italy and Poland. In 2010, two thirds of all international contacts (64 per cent) were with these countries. An increase in contacts with China, one of Belarus' main strategic partners, represents another positive trend.

25. Cooperation in the framework of international programmes and projects is intensifying.

26. Most educational institutions in Belarus are actively involved in international projects funded through TEMPUS, the Visby Program, the German Academic Exchange Fund (DAAD), the Latvia, Lithuania and Belarus Cross-Border Cooperation Programme, the Baltic Sea Region Programme and others. Academic exchanges are carried out as part of the Central European Initiative (CEI) University Network.

27. Since 2005, Belarus has been an associate member of the International Association for the Exchange of Students for Technical Experience.

28. Belarusian universities are members of the InterAcademy Association, whose membership includes nine countries: Germany, Hungary, Romania, Poland, the Czech Republic, Slovakia, Latvia, Japan and Belarus; the International Association of Institutions of Higher Learning in the Border Regions of Belarus and the Russian Federation; the Belarus Russia Ukraine Cross Border University Consortium; the Slavistics Institute, an international scholarly association, and the International Association for the Exchange of Students for Technical Experience. The countries' leading institutions of higher learning, the Belarusian State University, Belarusian State Economics University, Belarusian National Technical University and the State University of Grodno, are members of the European University Association, the Eurasian Association of Universities and the Baltic Sea Region University Network. The Belarusian State University is the Belarusian coordinator of the CEI University Network and participates in the activities of the United Nations Association of Belarus and the Interuniversity Centre for Research and Cooperation with Eastern and South-eastern Europe.

29. The Belarusian State University houses the offices of the European Network of Information Centres in the European Region and the National Academic Recognition Information Centres in the European Union, a centre on United Nations studies and the Confucius Institute for Chinese studies.

30. The French-Belarusian Institute of Management has been in existence at Gomel State University since 1995. It was established as an educational project designed to build bridges between European education systems (this was four years prior to the Bologna Declaration) and gave our students the opportunity to obtain two State higher education diplomas.

31. A project carried out by the International Sakharov State Environmental University during the period 2011-2013 to establish a continuing education system as part of the objectives of the National Strategy for Sustainable Socio-economic

Development up to the year 2020 involves the development of a model for training environmental specialists, taking on board the requirements of the sustainable development framework included in the Bologna Process.

32. Professional and technical education institutions are also actively involved in international cooperation.

33. Furnishing professional education resource centres with equipment from manufacturers which are world leaders in productivity, energy efficiency, quality and product reliability is a main area of cooperation. Specifically, during the period 2007 to 2009, an innovative metal processing resource centre was opened, which introduced a new field of study, mechatronics in mechanical engineering. The centre's workshops and training laboratories have equipment from such leading world companies as Keller Elettromeccanica SpA, Haas Automation, Festo, LD Didactic, Christiani, Siemens, Sandvik and others. Centre faculty have received the appropriate training on-site at manufacturing facilities or from manufacturers' representatives.

34. Developing educational services for adults has become an international cooperation priority. The Swedish model of supplementary professional education is being tested in Belarus as part of a joint project with Folkuniversitetet Uppsala, a Swedish post-graduate institution, and the employment office of the city of Stockholm. Work to develop approaches to post-graduate professional education has also been done as part of a project with dvv international, the German Adult Education Association.

35. Studying the practice of Western European countries (such as France, Finland, the Netherlands, Estonia, et. al.) regarding the issue of informal education accreditation mechanisms is yet another area of cooperation with dvv international.

36. The Republic Institute for Professional Education has been responsible for coordinating and overseeing the Torino Process in Belarus since June 2010. This arrangement was established by a decision of the European Training Foundation and the Ministry of Education of Belarus.

37. There are 10,500 foreign nationals from 84 countries studying in Belarusian institutions of higher education. That is three times more than there were in 2005, and 15 per cent more than in 2009.

38. Further development of international cooperation will include:

(a) Expanding the basis in treaty law for international cooperation;

(b) Expanding direct contacts between Belarusian and foreign educational institutions in order to provide optimal conditions for joint educational projects.

II. Structure and organization of the education system

A. Structure of the education system

39. Almost 10,000 educational institutions are in operation in Belarus at all levels, providing instruction and education to more than two million children, pupils and students.

B. Functioning and development of the education system

1. Preschool education

40. Preschool education is aimed at fostering multifaceted personal development in very young and preschool age children (under 6 years of age) that is age-appropriate and suited to the individual capacities, aptitudes and needs of the child, instilling moral standards and fomenting social skills.

41. Preschool enrolment is 93.3 per cent for children aged three to six, with 68.7 per cent enrolment rates in rural areas; all children five years of age attend preschool.

42. Access to preschool education has been made possible through the creation of a network of specialized preschool institutions (paediatric medical day care, special day care and preschool childhood development centres) and the adoption of new preschool education models in response to parent requests (part-day seasonal playgroups, family day care, in-home day care, in-home preschool education programmes, etc.). At this time, there are in Belarus 104 preschool childhood development centres (compare to 70 in 2006), 87 paediatric medical day care centres (59 in 2006), 981 kindergarten-schools (815 in 2006) and 2,518 part-day playgroups (111 in 2006). Children with disabilities have access to quality educational services: there exist 376 mainstreamed education groups for such children (173 in 2006).

43. There are 51,400 teachers providing instruction and education in preschool institutions (50,400 in 2006). The educational level of preschool teachers has continued to rise: the number of teachers with a university degree has grown by 6.6 per cent in the past five years, totalling 49.4 per cent.

44. The following measures have helped achieve significant developments in the national system of preschool education:

(a) A set of measures adopted by the Government of the Republic of Belarus was carried out in 2007-2010 to improve operations at preschool educational institutions and create a network of all public and private institutions offering child care services;

(b) The Praleska preschool education programme was developed and adopted (2007);

(c) A standard for preschool education was adopted (2010);

(d) Measures were taken to enable access to quality resources.

45. The Government has adopted a Programme for the Development of Preschool Education for 2009-2014 to ensure the continued development of the preschool education system with a view to: optimizing the network of preschool educational institutions, developing a health protection system in preschool educational institutions, improving the quality of services provided to preschool age children, reduce the differences in financial and technical resources available to preschool educational institutions and raise the social status of personnel working in the preschool education system..

2. General education

46. General education is aimed at fostering intellectual, moral and physical personal development, preparing pupils for a meaningful life in society, enabling the acquisition of basic scientific knowledge and the national languages, developing mental and physical skills, a system of moral principles, a code of conduct, aesthetic taste and a healthy lifestyle and preparing pupils to make independent life choices, begin their working life and further their education.

47. General education comprises three stages:

- Stage I — primary education (1-4th year pupils)
- Stage II — basic education (5-9th year pupils)
- Stage III — secondary education (years 10-11, years 10-12 for pupils attending night school, years 10-12 for pupils attending evening classes).

48. Together, stages I and II comprise general basic education. Stages I, II and III comprise general education.

49. At present, there are 3,516 active general education institutions in the country. Of these, 2,265 (64.4 per cent) are located in rural areas; 1,251 (35.6 per cent) are in urban areas. A total of 940,360 pupils are enrolled in general education institutions. Of these, 220,158 pupils (23.4 per cent) are located in rural areas and 720,202 pupils (76.6 per cent) are located in urban areas.

50. The network of general education institutions is optimized and tailored to regional demographics and needs. This process takes into consideration social, economic and demographic factors for each region.

51. Schooling at general education institutions consists of a six-day school week comprising a five-day academic week and one day set aside for group sports, physical education, other pedagogical activities, and manual skills, including instruction at work training facilities.

52. Pupils in general education institutions are required to study the two national languages, Belarusian and Russian, as well as one of the following foreign languages: English, German, French, Spanish or Chinese.

53. Foreign language study is provided in all types of general education institutions with classes subdivided into three groups. A mandatory foreign language proficiency exam at the general education level will be introduced starting with the 2012-2013 academic year.

54. The general education curriculum comprises both compulsory subjects (74 per cent) and elective courses (26 per cent). Elective courses are conducted on request for groups of three to five pupils and receive public funding.

55. To ensure the continuous improvement of the general education system, a State programme for the development of general education is being carried out in order to:

(a) Expand the use of electronic educational tools for all study subjects and in all years;

(b) Organize the development and publication of Belarusian-produced teaching aids and educational laboratory equipment;

(c) Create an environment for teaching all pupils the foundations of economics and entrepreneurship.

3. Special education

56. Special education is education and instruction for pupils with disabilities that takes the form of special educational programmes at the preschool and general education levels. Special education creates special conditions to enable such individuals to receive special education at preschool and general education levels, taking into consideration their particular psychological or physical development, and corrects for their physical and/or psychological disorders.

57. There is a database of 127,000 children ages 0-18 with disabilities.

58. The main focus of development in this area of education is enabling special education to be mainstreamed into the open-access educational system. In response to parent requests, the number of mainstreamed groups and classes in preschool and general secondary education institutions has more than doubled since 2004. This has resulted in a 21 per cent decrease in the number of special education institutions in the last five years. Since 2005, educational institutions have been providing counselling support and instruction (home visits) to persons with disabilities for two years following completion of schooling to increase their social protection.

59. The axiom "all children can be taught" is being successfully implemented. Every year, about 7,000 children with disabilities, including severe and/or multiple physical and/or psychological disorders, receive schooling and remedial instruction at 143 centres for remedial developmental education and rehabilitation. Over 1,000 children with disabilities receive early comprehensive medical care and instruction.

60. To further develop the special education system, a State Programme for the Development of Special Education in the Republic of Belarus for 2012-2016 is being drafted, which would enable special education to be mainstreamed into the open-access educational system and broaden educational opportunities, including professional training opportunities, for individuals with disabilities.

61. Other priorities include:

(a) Improved training and refresher training for qualified teaching staff for special education institutions in teacher training colleges around the country;

(b) Continued nurturing of a barrier-free environment in educational institutions and improving the quality of remedial activities.

4. Vocational education and training

62. Vocational education and training is aimed at fostering personal and professional development and providing students with specialized theoretical and practical training, culminating in the qualification of manual or office worker with a vocational education diploma.

63. Currently, 219 active vocational education and training institutions are in operation in Belarus, attended by more than 100,000 students; training is available in 102 specializations covering 430 professions.

64. In 2006-2010, vocational education institutions trained 236,000 qualified workers to work in economic sectors and the social sphere.

65. Guaranteed State-funded education is available to orphans, children lacking parental care and children of war veterans and deceased or disabled servicemen.

66. In recent years, the system of vocational education and training has undergone a range of organizational and structural changes designed to:

(a) Update and improve the quality of vocational education and training;

(b) Develop a quality management system for education;

(c) Optimize training programmes;

(d) Improve the material resources available to the institutions (establish ties between the educational institutions and base institutions; create special units for on-the-job training, provide institutions with machinery and equipment, create apprenticeships for on-the-job training, etc.);

(e) Improve the quality of the teaching staff (continuing education for instructors, internships, refresher management training, etc.);

(f) Update training and information resources (development of a comprehensive system for providing training materials to vocational education and training institutions, create a network of leading institutions, intensify the development and publication of national educational materials, etc.);

(g) Foster a learning environment (social and psychological counselling services in educational institutions, support for talented students, etc.).

67. To further develop the system of vocational education and training, there will be continued efforts to:

(a) Optimize preparatory training for manual and office workers in economic sectors and the social sphere;

(b) Strengthen partnerships and cooperation with interested parties and participants in the professional education system;

(c) Identify ways of upgrading technical facilities for vocational education and training institutions with the assistance of State and provincial departments of education, base institutions and industry and high technology manufacturers;

(d) Conduct a review of the educational standards and curricula on the basis of professional standards;

(e) Develop social programmes to secure jobs for graduates.

5. Specialized secondary education

68. Specialized secondary education is aimed at fostering the personal development of the pupil or student, providing specialized theoretical and practical training, culminating in certification as a specialist or a worker with a specialized secondary education diploma.

69. Over 900,000 employees in economic sectors and the social sphere have earned a specialized secondary education diploma (23 per cent of the working population).

70. Currently, there are 121 public and 11 privately owned specialized secondary education institutions. A total of 167,600 students are enrolled in specialized secondary education institutions.

71. Over the period 2006-2010, specialized secondary education institutions trained 216,000 specialists to work in economic sectors and the social sphere.

72. In the past five years, as part of the State programme for the development of specialized secondary education, a system for forecasting the human resources needs of economic sectors and the social sphere has been created and put into operation, a procedure has been developed for submitting training requests under the responsibility of industries and provinces, educational standards have been developed for all specializations, the system for training personnel has been optimized, more targeted training programmes have been developed and the employment rates of graduates have improved.

73. Future directions for the development of specialized secondary education will include:

(a) Integrating specialized secondary education institutions into a multi-tiered system of continuous education using flexible and innovative teaching methods;

(b) Intake and output of specialists to match the requests submitted by economic sectors and the social sphere;

(c) Providing educational institutions with modern equipment and updated facilities;

(d) Updating course content by amending the educational standards for specializations;

(e) Developing electronic teaching materials;

(f) Raising the professional qualifications of teaching staff at specialized secondary education institutions;

(g) Implementing quality management systems to achieve compliance with international standards.

6. Higher education

74. Higher education provides training for qualified specialists and develops the aptitudes and the intellectual and creative potential of the students.

75. Higher education is subdivided into two levels:

(a) The first level provides training of specialists possessing fundamental and specialized knowledge, faculties and skills, culminating in the award of qualifications and a higher education diploma which entitle the holders to employment taking into account the qualifications obtained and to study for a master's degree;

(b) The second level (master's degree programme) provides in-depth specialist training and the development of knowledge, faculties and academic methodology and research skills, culminating in the award of a master's degree and a master's diploma, which entitle the holders to enrol in a course of study leading to

a candidate's degree and to employment according to the area of specialization studied and qualifications obtained.

76. The content of higher education programmes is determined by the educational standards adopted by the Ministry of Education.

77. There are 45 public and 10 private institutions of higher education in Belarus. Academic programmes are available in 15 fields, covering 438 specializations at the first level and 192 specializations at the master's level. In 2006-2010, 302,200 specialists with higher education were trained for economic sectors and the social sphere. Both intramural and extramural (including distance learning) academic programmes are available.

78. One out of every four members of the work force holds a higher education degree. In the past five years, the number of students has grown from 396,400 in 2006 to 442,900 in 2011, or 467 students per 10,000 residents. The teacher-to-student ratio is 1 to 10.

79. A national job assignment system has been created, which is a procedure whereby the educational institution determines the first place of employment of graduates to ensure their social protection and satisfy the human resources needs of the economy and the social sphere. Generally, 94.5 per cent of all graduates educated at public expense receive job assignments.

80. At the same time, higher education is facing a range of problems that are currently the focus of Government attention:

(a) The problem of higher educational institutions' worn-out laboratory equipment and insufficient laboratory space (under 52.5 per cent) and residence halls (serving 66.5 per cent of out-of-town students) will be addressed through the implementation of the State Programme for the Development of Higher Education for 2011-2015;

(b) Maximum integration of academic education, research and state-of-the-art manufacturing will be achieved through the establishment of combined educational, scientific and production centres at leading universities and innovative businesses, thus enabling the innovative development of economic sectors and the social sphere and the creation and development of innovative structural units, including student business incubators;

(c) Forward-looking educational development in relation to the industrial sector will prepare professionals to work in industries associated with the fifth and sixth waves of innovation;

(d) The development of competent research and teaching faculty matching international requirements will be achieved through increased academic mobility, skills development and teacher training, including internships abroad that will provide access to new knowledge and technology;

(e) The quality of higher education and the recognition of national institutions of higher education will be improved with the completion of the process of obtaining ISO 9001 certification for the educational and research activities of Belarusian universities and by implementing elements of the Bologna Process in the national system of higher education.

7. Postgraduate education

81. Postgraduate education is designed to advance the personal development of the graduate student seeking a candidate's or doctoral degree, including those doing so while continuing to work full-time, enable them to achieve their intellectual and creative potential and inculcate the professional skills needed to organize and conduct scholarly or scientific research. There are two levels of postgraduate education:

(a) Study leading to a candidate's degree is the first level. It is designed to train professionals who possess the skills to plan and independently carry out scientific or scholarly research and have thoroughgoing theoretical knowledge enabling them to prepare a scientific or scholarly work (dissertation) that qualifies them to receive a candidate of science degree;

(b) Study leading to a doctoral degree is the second level of postgraduate education. It is designed to train professionals who possess the skills to organize scholarly research work in a new field of study or to develop topical existing fields of scientific or scholarly research and engage in analytical synthesis of scientific or scholarly data, enabling them to produce a scientific or scholarly work (dissertation) that qualifies them to receive a doctoral degree.

82. As of 1 January 2011, there were 4,725 people enrolled in the 119 institutions in Belarus which confer the candidate of science degree, with 2,730 of them, or 57.8 per cent of the total, enrolled as regular, full-time students and 1,995 (42.4 per cent) enrolled part-time or off-site. There were 98 doctoral students enrolled in the 37 institutions in Belarus which confer doctoral degrees.

83. Enrolment in candidates' programmes breaks down as follows across disciplines: social sciences and humanities, 46.5 per cent; technical disciplines, 18.7 per cent; natural sciences, 14.1 per cent; medicine, 10 per cent; agricultural sciences, 4.6 per cent.

84. Enrolment in doctoral programmes breaks down as follows across disciplines: social sciences and humanities, 42.8 per cent; technical disciplines, 17.3 per cent; natural sciences, 17.3 per cent; medicine, 13.2 per cent; agricultural sciences, 4.1 per cent.

85. Improved training of scholars and scientists with advanced degrees will be achieved by:

(a) Stepping up cooperation with industrial enterprises in order to graduate more and better trained professionals with advanced degrees in scientific and scholarly fields for the real sector of the economy;

(b) Developing international cooperation with successful foreign research and educational institutions;

(c) Optimizing the numbers and composition of classes entering postgraduate education. An 86.1 per cent increase in the number of doctoral students is planned for 2015, with more than 60 per cent of those admissions in high-tech fields.

8. Supplementary education, mentoring and social work for children and young people enrolled in education

86. Supplementary education for children and young people is designed to develop the personality, shape and cultivate creative abilities and meet individual intellectual, moral or physical needs for development, adaptation to life in society, structuring of leisure time or professional guidance.

87. There is an extensive network of interest groups (clubs, leagues, workshops) in extracurricular education and training institutions whose main areas of activity include developing the learner's natural abilities, extending knowledge and developing intellectual interests and encouraging healthy lifestyles, as well as physical activities and sports.

88. Educational institutions make it possible to combine study with various types of sports. The educational system has 134 specialized sports schools serving an enrolment of nearly 70,000 (5.6 per cent of all schoolchildren). They offer classes which are specialized by type of sport.

89. Children and young people benefit from systematic health improvement activities and access to sanatorium and health resort treatments. Children suffering from conditions resulting from the Chernobyl nuclear power station disaster are of particular concern to the State. These children receive sanatorium and health resort treatment and rehabilitation on an annual basis, paid for from the national budget.

90. There is a mechanism to provide for the necessary care and protection of children in substandard or inappropriate living conditions or personal situations.

91. Expanding opportunities for children to live in family settings has led to a 60 per cent reduction in the number of children in residential facilities. The number of orphanages and boarding schools for orphans has been reduced by 30 per cent (from 74 in 2005 to 52 in 2010). At least half of such institutions are to be phased out by the end of 2015 as part of the additional streamlining of residential facilities.

92. There are 142 social and educational institutions (social and educational centres and children's social service lodging) providing social assistance for children and families and rehabilitation of at-risk minors and those deemed to be in need of State protection.

93. The following measures will lead to continued improvement in the effectiveness of educational and social work:

(a) The development and adoption of new forms and methods of work, including interactive modes, and reform of the work of social, educational and psychological units;

(b) Support and promotion of socially meaningful youth initiatives (volunteer work, student construction brigades, establishment of business incubators, small enterprises, etc.);

(c) Encouraging healthy lifestyles;

(d) Increased placements in family environments for children who lack parental care.

9. Supplementary education for adults

94. The purpose of supplementary education for adults is to provide the trainee or intern with professional development and meet their intellectual needs.

95. The State gives workers the opportunity to receive professional training once every five years at State expense. It guarantees every worker this type of supplementary education.

96. Social guarantees are ensured and provided for workers whose employers refer them for supplementary adult education.

97. Each year, more than 550,000 workers (approximately 14 per cent of the total) benefit from professional training, continuing education, internships and retraining.

98. Lifelong professional training is available for workers in 5,500 different trades and occupations.

99. Continuing education is available to managerial employees and professionals in all fields (areas) of education. Retraining of personnel with advanced and mid-level specialized secondary education is available in 360 specialties.

100. Continuing education, internships and retraining are offered by more than 390 educational institutions in Belarus.

101. Training for those who have been laid off, the unemployed and the jobless, including jobless youth, is an important area. Training for the unemployed has been organized in educational institutions and specialized training centres according to employment market needs and with reference to the practices of other countries. More than 26,000 unemployed people go through such training each year and subsequently find work.

102. The purpose of supplementary education for adults is to put into practice the principle of lifelong learning. A flexible training, retraining and continuing education system will be established in the next five years to meet the country's innovative development needs. The system of supplemental education for adults will be based on adoption of up-to-date information and communications technologies and the integration of professional education, science and industry.

103. A central objective in developing supplementary education for adults is to achieve cooperation between educational institutions and organizations of all types to develop lifelong professional training and enhance forms of continuing education and retraining for managers, professionals, labourers and white collar workers.

10. The national learning evaluation system

104. On 1 September 2003, a 10-point scale for evaluating the results of learning by students was introduced.

105. Marks are assigned in accordance with the results of classroom, midterm and end-of-course assessments. The forms of assessment are oral questioning, quizzes, tests, pass/fail examinations, examinations, course papers and thesis defence, as well as interviews.

106. For first- and second-year pupils, assessment without assignment of marks applies to all subjects in the curriculum, and for third- and fourth-year pupils to art, music, manual skills and physical education.

107. As a rule, assessment of pupils with special psychophysical development characteristics is conducted without assignment of marks, and takes the form of oral qualitative evaluation of their learning activity.

108. In parallel with the 10-point system for evaluating the educational attainment of pupils, in 2006 a 100-point scale for evaluating the educational level of university entrance was introduced. It is used for initial testing of all those entering institutions of higher education. In the next few years, Belarus plans to join the countries participating in the International Programme for Student Assessment (PISA).

C. Research

109. The core of Belarus' scientific and technical potential lies in the collectives of State scientific organizations coming under various economic sectors and departments, and of the institutions of the higher education system.

110. In the past five years, the scientific contribution of higher educational institutions to the development of the country's economy has become more significant. In 2010, the higher educational institutions of the Ministry of Education carried out 735 (42 per cent) of the 1,766 assignments under the 39 State programmes of fundamental and applied research. In more than half of them (54 per cent), these organizations were the lead organizations-executants.

111. The scientific contribution of higher educational institutions to the innovative economy of the country is confirmed by the increase in volume of resources received from scientific and technical production for foreign markets. In 2010 this production amounted to more than $5 million, a 16 per cent increase over the 2009 figure and more than twice the 2005 level. Scientific and technical production has been exported to more than 30 foreign countries.

112. An effective aspect of the development of innovative activity in the universities of Belarus is the establishment of business structures (technology parks, technology transfer centres and business incubators). Currently, seven technology parks, two innovation centres, nine technology transfer centres, an inter-institutional centre for the marketing of research development and provincial marketing centres are in operation under the system of the Ministry of Education.

113. Along with providing forward-looking training of personnel for innovative activity, the universities will have to become centres of innovative science. They are called upon to bring about an integration of higher education, science and production and the establishment and development of innovative infrastructure for introducing and exporting scientific and technological developments.

114. In 2009, more than 33,000 people, 20,500 of them research workers, were employed in research and development. Among these researchers, 737 hold doctorates and 3,184 have candidate's degrees.

115. In the conduct of basic and applied research in the area of preschool, general and specialized education, a fundamental role is played by the National Educational Institute of the Ministry of Education.

116. To develop and strengthen the country's intellectual capital, work on intellectual property management is being conducted. Every year, more than 400 documents

protecting items of intellectual property (patents for inventions and useful models) are registered.

117. Increased efficiency of research activity is seen as a means of achieving:

(a) Greater practical significance of the results of research for the real sector of the economy;

(b) Broader commercialization of items of intellectual property;

(c) Development of innovative activity in universities by establishing innovative and business structures (technology parks, technology transfer centres and business incubators);

(d) Strengthening the material and technical base for research (in 2011 almost four times as much was spent on the purchase of scientific equipment as in 2010);

(e) Development of international scientific and technical cooperation and increased export of scientific and technical production and a step-by-step strategy.

III. Prospects for the development of the national education system in the context of world educational processes

118. One of the objectives for 2011-2020 is to bring the national education system up to a level that matches world standards. Particular attention will be paid to increasing the quality of education and improving the structure for training specialists and bringing it as close as possible to the requirements of the labour market.

119. The main directions for improvement of the education system are:

(a) Guaranteeing the rights, freedoms and legitimate interests of citizens in the area of education, including the right to received education financed by the resource of the national and/or local budgets as well as on a paying basis;

(b) Ensuring accessibility of education, including to persons with disabilities, in accordance with their state of health and cognitive abilities, at all educational levels and in obtaining supplementary education;

(c) Bringing about the transition to compulsory general education;

(d) Ensuring the progression and continuity of levels and stages of education;

(e) Ensuring equality of the Belarusian and Russian languages;

(f) Ensuring the mentoring activity of educational institutions, including the inculcation of spiritual and moral values, healthy lifestyle habits, a sense of civic duty, patriotism, responsibility and the work ethic.

120. A number of organizational measures need to be conducted:

(a) Optimizing the network of institutions providing general education, taking into account the demographic situation that is emerging and not violating the right of citizens to obtain education;

(b) Developing the network of institutions for a new type of education and creating educational/scientific/production complexes to conduct educational programmes at various levels;

(c) Creating an effective mechanism for transferring scientific and technical developments into production in sectors of the economy and in the provinces;

(d) Optimizing the distance education system at all levels and ensuring monitoring of the quality of education and civic education for participating youth;

(e) Improving the level of qualifications of teaching staff and the effectiveness of utilization of personnel.

IV. Initiatives for the development of international cooperation in the area of education

121. In order to attract the attention of the world community to the ideals of enlightenment that constitute the foundation for awareness of the leading role of education, the development of human potential and the maintenance and multiplication of the world cultural heritage, and in connection with the 525th anniversary of the Belarusian scholar, educator and printer of the first book in the Belarusian language Francisk Skorina, Belarus proposes to proclaim 2015 as Francisk Skorina Year.

122. In the context of Francisk Skorina Year, it is planned to conduct measures to facilitate strengthening spiritual and intellectual potential, expanding intercultural dialogue, and forming an educational space based on the principles of humanism, equality and innovative development.

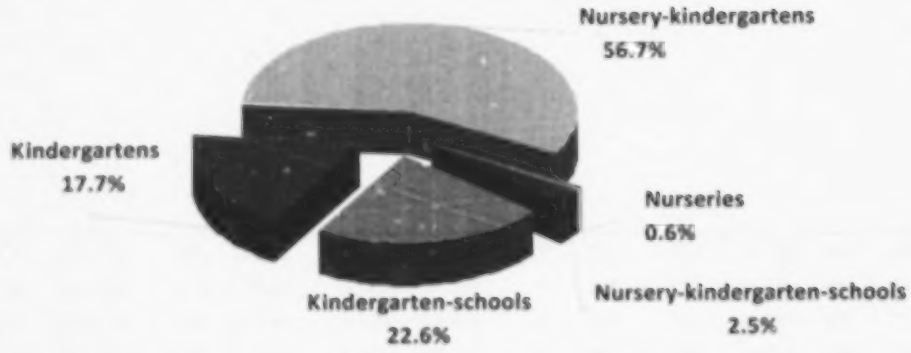
Annex 1

Early childhood educational institutions (ECEI)

(as of the beginning of 2010)

Province	*Total number of ECEI*	*No. of children enrolled in them*	*Including*											
			Kindergartens	*Children enrolled*	*Nursery-kindergartens*	*Children enrolled*	*Nurseries*	*Children enrolled*	*Nursery-kindergarten-schools*	*Children enrolled*	*Kindergarten-schools*	*Children enrolled*	*Child development centres*	*Children enrolled*
City of Minsk	435	80 424	15	1 359	398	75 648	1	64	0	0	7	540	14	2 813
Brest Prov.	605	58 010	110	4 055	378	49 972	0	0	17	694	97	2 623	3	666
Vitsyebsk Prov.	660	46 876	143	5 662	290	36 424	19	369	0	0	201	2 996	7	1 425
Homyel Prov.	711	57 349	174	6 068	346	44 342	3	100	11	278	156	2 843	21	3 718
Hrodna Prov.	470	46 338	64	2 055	240	34 952	1	71	35	1 056	97	2 689	33	5 515
Minsk Prov.	695	53 739	140	4 543	330	40 615	0	0	2	67	200	4 192	23	4 322
Mahilyow Prov.	522	41 241	60	2 178	278	33 649	0	0	34	999	142	2 683	8	1 732
Total	**4 098**	**383 977**	**706**	**25 920**	**2 260**	**315 602**	**24**	**604**	**99**	**3 094**	**900**	**18 566**	**109**	**20 191**
Past years for reference														
2009	4 097	372 768	726	25 044	2 281	308 391	5	205	981	20 018	981	20 018	104	19 110
2008	4 087	367 739	775	25 544	2 270	307 837	8	456	941	17 630	941	17 630	93	16 272
2007	4 109	365 298	814	25 578	2 289	306 755	6	244	915	18 195	915	18 195	85	14 526
2006	4 135	365 594	868	27 053	2 336	309 427	6	231	855	16 727	855	16 727	70	12 156

Breakdown of early childhood educational institutions by type as of the beginning of 2010



Annex 2

Teaching staff in early childhood educational institutions

(as of the beginning of 2010)

Province	Total number of staff	Breakdown by education type/level							
		Higher				Specialized secondary			
		Total	% of total staff	Including those with specialization in early childhood education	% of total staff	Total	% of total staff	Including those with specialization in early childhood education	% of total staff
City of Minsk	7 458	4 298	57.63	2 198	29.47	3 083	41.34	2 166	29.04
Brest Prov.	6 819	3 532	51.80	1 292	18.95	3 074	45.08	1 805	26.47
Vitsyebsk Prov.	8 138	3 798	46.67	1 320	16.22	4 220	51.86	2 922	35.91
Homyel Prov.	6 241	3 118	49.96	1 130	18.11	3 089	49.50	2 093	33.54
Hrodna Prov.	10 758	6 216	57.78	2 254	20.95	3 901	36.26	2 404	22.35
Minsk Prov.	7 066	3 074	43.50	1 458	20.63	3 912	55.36	2 695	38.14
Mahilyow Prov.	5 564	2 487	44.70	1 524	27.39	2 910	52.30	2 117	38.05
Total	**52 044**	**26 523**	**50.96**	**11 176**	**21.47**	**24 189**	**46.48**	**16 202**	**31.13**

Annex 3

Total number of general education schools and boarding schools

(at the start of the 2010/11 academic year)

		Overseen by							*In addition:*	
		Provincial executive committee education departments								
		General education day schools:			*Special and auxiliary schools*					
Province	*Total number of State-owned institutions*	*Schools*	*Regular boarding schools*	*Paediatric boarding schools*	*Schools*	*Boarding schools*	*Schools overseen by the Ministry of Education*	*Other State oversight bodies*	*Night schools (evening shift)*	*Privately owned schools*
City of Minsk	252	237	1	2	3	4	3	2	3	5
Brest Prov.	618	600	3	4	1	9	0	1	3	1
Vitsyebsk Prov.	589	579	3	1	3	3	0	0	7	0
Homyel Prov.	625	606	2	2	3	10	0	2	9	0
Hrodna Prov.	418	403	1	4	3	7	0	0	2	1
Minsk Prov.	636	621	4	4	0	7	0	0	16	0
Mahilyow Prov.	446	429	4	2	3	7	1	0	12	2
Total	**3 584**	**3 475**	**18**	**19**	**16**	**47**	**4**	**5**	**52**	**9**
Past academic years for reference										
2009/10	3 656	3 535	44		17	51	4	5	57	9
2008/09	3 749	3 613	55		19	53	4	5	62	10
2007/08	3 846	3 702	61		19	56	4	4	71	10
2006/07	3 979	3 829	60		19	62	4	5	74	10

Annex 4

Total number of pupils in general education schools and boarding schools

(at the start of the 2010/11 academic year)

Province	Total number of pupils enrolled in general education schools	Numbers of pupils in schools overseen by: Provincial executive committee education departments: General education day schools: Schools	General education day schools: Regular boarding schools	Special and auxiliary schools: Schools	Special and auxiliary schools: Boarding schools	Schools overseen by the Ministry of Education	Other State oversight bodies	In addition: Night institutions	Privately owned schools	Special classes in general educational schools
City of Minsk	157 359	153 116	176	369	643	1 084	1 676	1 157	379	295
Brest Prov.	163 136	160 955	357	95	1 040		302	604	61	387
Vitsyebsk Prov.	114 621	113 033	485	237	351		339	1 315		176
Homyel Prov.	152 089	150 096	167	185	973		599	1 485		69
Hrodna Prov.	112 467	111 017	87	202	714		253	770	66	194
Minsk Prov.	142 196	140 729	292	0	839		205	2 218		131
Mahilyow Prov.	110 814	108 288	424	536	745	54	440	1 518	52	327
Total	**952 682**	**937 234**	**1 988**	**1 624**	**5 305**	**1 138**	**3 814**	**9 067**	**558**	**1 579**
Past academic years for reference										
2009/10	997 612	978 361	5 591	1 766	5 583	1 166	3 610	10 184	586	1 535
2008/09	1 071 499	1 049 572	7 428	2 031	6 129	1 199	3 479	11 043	625	1 661
2007/08	1 119 686	1 097 446	6 724	2 317	6 480	1 215	3 665	14 572	608	1 839
2006/07	1 160 458	1 136 690	7 209	2 280	7 422	1 232	3 485	17 832	604	2 140

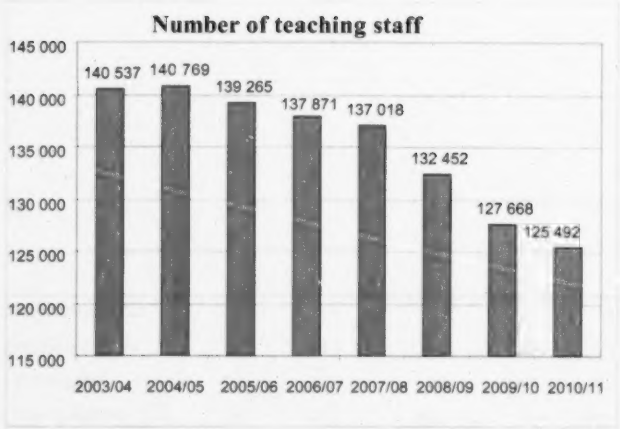
E/2011/98

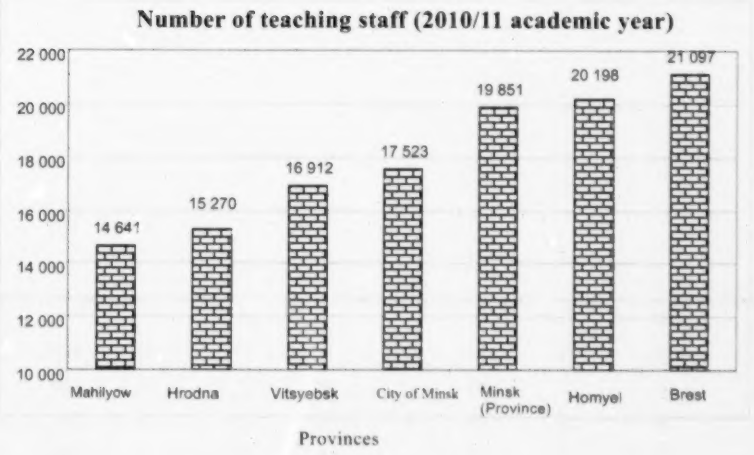
Annex 5

Academic and teaching staff in general education day schools and boarding schools

(at the start of the 2010/11 academic year)

Province	Total number of schools	Total number of academic and teaching staff in those schools:	Those with:					Including:		
			Higher education		Secondary specialized education		General education	Social care teachers		Psychologists
			How many	%	How many	%	How many	%	How many	How many
Brest Prov.	609	21 097	19 002	90.1	1 988	9.4	107	0.5	351	308
Vitsyebsk Prov.	585	16 912	15 069	89.1	1 725	10.2	118	0.7	291	267
Homyel Prov.	612	20 198	18 512	91.7	1 683	8.3	3	0.0	337	289
Hrodna Prov.	409	15 270	13 629	89.2	1 590	10.4	51	0.4	248	250
City of Minsk	248	17 523	15 824	90.3	1 370	7.8	329	1.9	305	340
Minsk Prov.	631	19 851	17 575	88.5	2 264	11.4	12	0.1	339	308
Mahilyow Prov.	438	14 641	12 755	87.1	1 811	12.4	75	0.5	229	254
Total	**3 532**	**125 492**	**112 366**	**89.5**	**12 431**	**9.9**	**695**	**0.6**	**2 100**	**2 016**
Past academic years for reference										
2009/10	3 587	127 668	113 575	89.0	13 526	10.6	567	0.4	2 141	2 109
2008/09	3 675	132 452	116 475	88.0	15 292	11.5	685	0.5	2 244	2 049
2007/08	3 770	137 018	119 217	87.0	17 134	12.5	667	0.5	2 392	2 130
2006/07	3 908	137 871	119 308	86.5	17 947	13.0	616	0.5	2 636	2 094


Number of teaching staff
145 000
140 000
135 000
130 000
125 000
120 000
115 000
140 537
140 769
139 265
137 871
137 018
132 452
127 668
125 492
2003/04
2004/05
2005/06
2006/07
2007/08
2008/09
2009/10
2010/11

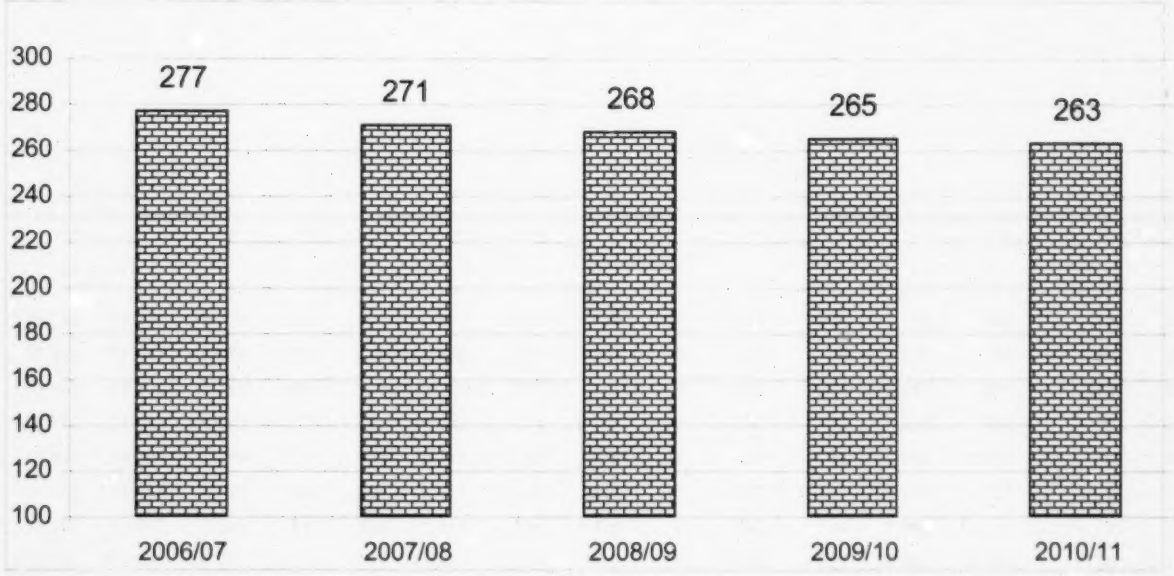

Number of teaching staff (2010/11 academic year)
22 000
20 000
18 000
16 000
14 000
12 000
10 000
14 641
15 270
16 912
17 523
19 851
20 198
21 097
Mahilyow
Hrodna
Vitsyebsk
City of Minsk
Minsk (Province)
Homyel
Brest
Provinces

Annex 6

System of educational institutions and mainstreaming units for children with disabilities

At the start of the academic year	Total number of institutions (the sum total of columns 9-16)	Mainstreaming units in early childhood educational institutions			General education institutions and mainstreaming units which are part of them				Special education institutions				Institutions with mentoring programmes		
		Learning assistance office[a]	Special groups[a]	Mainstreamed groups[a]	Learning assistance office	Special classes	Mainstreamed classes	Night schools	Special early childhood educational institutions[a]	Special general and auxiliary	Special and auxiliary boarding schools	Crrs. for corr., dev. edu and rehab.	Kindergartens	Special educational-residential institutions	Special residential treatment institutions
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
2006/07	277	859	1 274	207	1 161	221	5 375	1	47	19	62	142	6		
2007/08	271	984	1 265	268	1 231	202	5 806	0	47	19	56	143	6		
2008/09	268	996	1 241	300	1 329	183	5 833	0	48	19	53	142	6		
2009/10	265	1 124	1 292	376	1 359	179	5 634	0	48	17	51	143	6		
2010/11	**263**	**1 124**	**1 292**	**376**	**1 415**	**192**	**5 475**	**0**	**48**	**16**	**47**	**143**	**5**	**3**	**1**
Including breakdown by province at the start of the 2010/11 academic year:															
Brest Prov.	36	111	190	55	163	43	614	0	5	1	9	21	0	0	0
Vitsyebsk Prov.	34	200	100	51	211	24	630	0	5	3	3	23	0	0	0
Homyel Prov.	49	133	206	63	176	9	1 096	0	12	3	10	23	0	1	0
Hrodna Prov.	39	179	207	61	198	21	766	0	10	3	7	19	0	0	0
City of Minsk	32	82	432	35	183	34	252	0	12	3	4	10	3	0	0
Minsk Prov.	33	302	88	63	322	24	1 442	0	1	0	7	24	1	0	0
Mahilyow Prov.	40	117	69	48	162	37	675	0	3	3	7	23	1	2	1
State institutions	0	—	—	—	0	—	—	—	—	—	—	0	—	0	0

Number of special educational institutions for children with disabilities

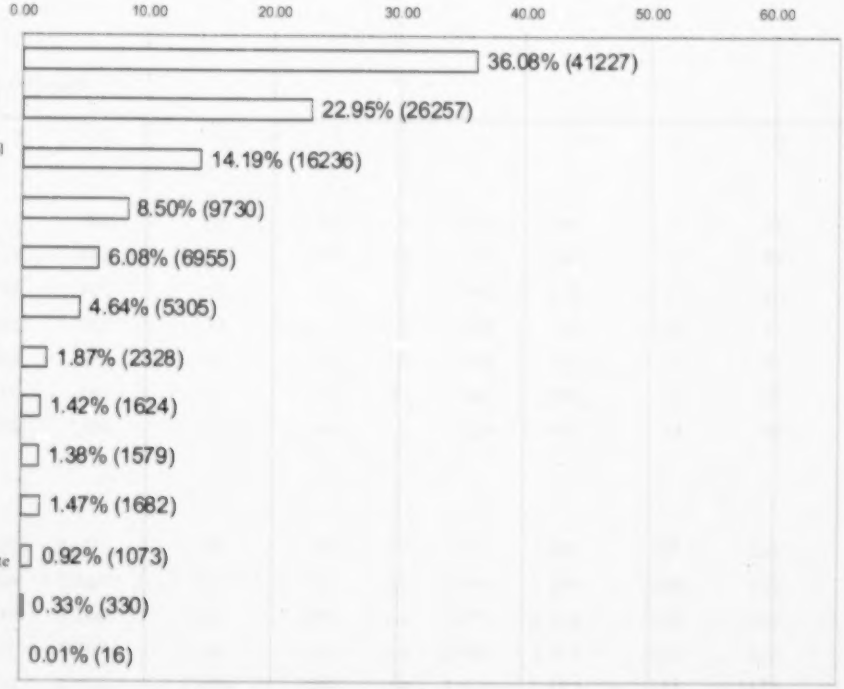


Annex 7

Number of children with disabilities enrolled by type of institution

At the start of the academic year	Total number of children with disabilities registered in the database	Number of children receiving special education and remedial assistance	Including those attending (from column 3):														
			Mainstreaming in preschool educational institutions			Mainstreaming in general educational institutions				Special education institutions				Residential ed. institutions	Vocational education and training institutions	Specialized secondary education institutions	Not in school (according to database)
			Learning assistance offices	Special education groups	Mainstreamed groups	Learning assistance offices	Special education groups	Main-streamed groups	Night schools	Special ed. preschool institutions	Special and auxiliary schools	Special and auxiliary boarding schools	Corr. and dev. ed. and rehab. centres	Children's home			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
2006/07	125 981	111 053	22 894	12 050	729	35 060	2 140	10 996	73	4 062	2 699	7 598	6 378	401	401	2 249	299
2007/08	126 661	111 665	25 513	11 919	929	36 452	1 839	11 605	47	4 083	2 317	6 641	6 706	390	2 256	1 267	287
2008/09	119 839	108 970	22 886	11 314	1 545	38 893	1 661	11 049	16	4 148	2 031	6 129	6 970	374	2 138	1 054	287
2009/10	122 137	114 999	26 257	12 077	1 682	40 228	1 535	10 247	16	4 159	1 766	5 729	7 062	354	2 217	1 053	601
2010/11	126 785	114 392	26 257	12 077	1 682	41 277	1 579	9 730	16	4 159	1 624	5 305	6 955	330	2 328	1 073	601
Brest Prov.	15 206	13 842	2 692	1 814	178	4 477	387	1 014	0	592	95	1 040	1 248	0	209	96	93
Vitsyebsk Prov.	16 192	13 508	3 126	697	267	5 941	176	954	0	502	237	351	824	0	298	135	47
Homyel Prov.	18 836	16 996	3 992	1 512	522	5 111	69	2 097	0	974	185	973	1 016	0	385	160	3
Hrodna Prov.	19 617	17 089	4 140	1 723	217	6 395	194	1 212	16	792	202	714	895	0	392	197	26
City of Minsk	19 903	18 857	2 287	4 691	115	7 123	295	715	0	1 035	369	643	864	204	208	308	417
Minsk Prov.	22 773	21 041	7 011	1 068	149	7 729	131	2 363	0	72	0	839	1 221	69	319	70	12
Mahilyow Prov.	14 258	13 059	3 009	572	234	4 501	327	1 375	0	192	536	745	887	57	517	107	3
Institutions overseen by Min. of Ed.	—	0	—	—	—	—	—	0	—	—	—	—	—	—	—	—	—

Number of children with disabilities receiving special or remedial education by type of institution (2010/11 academic year)

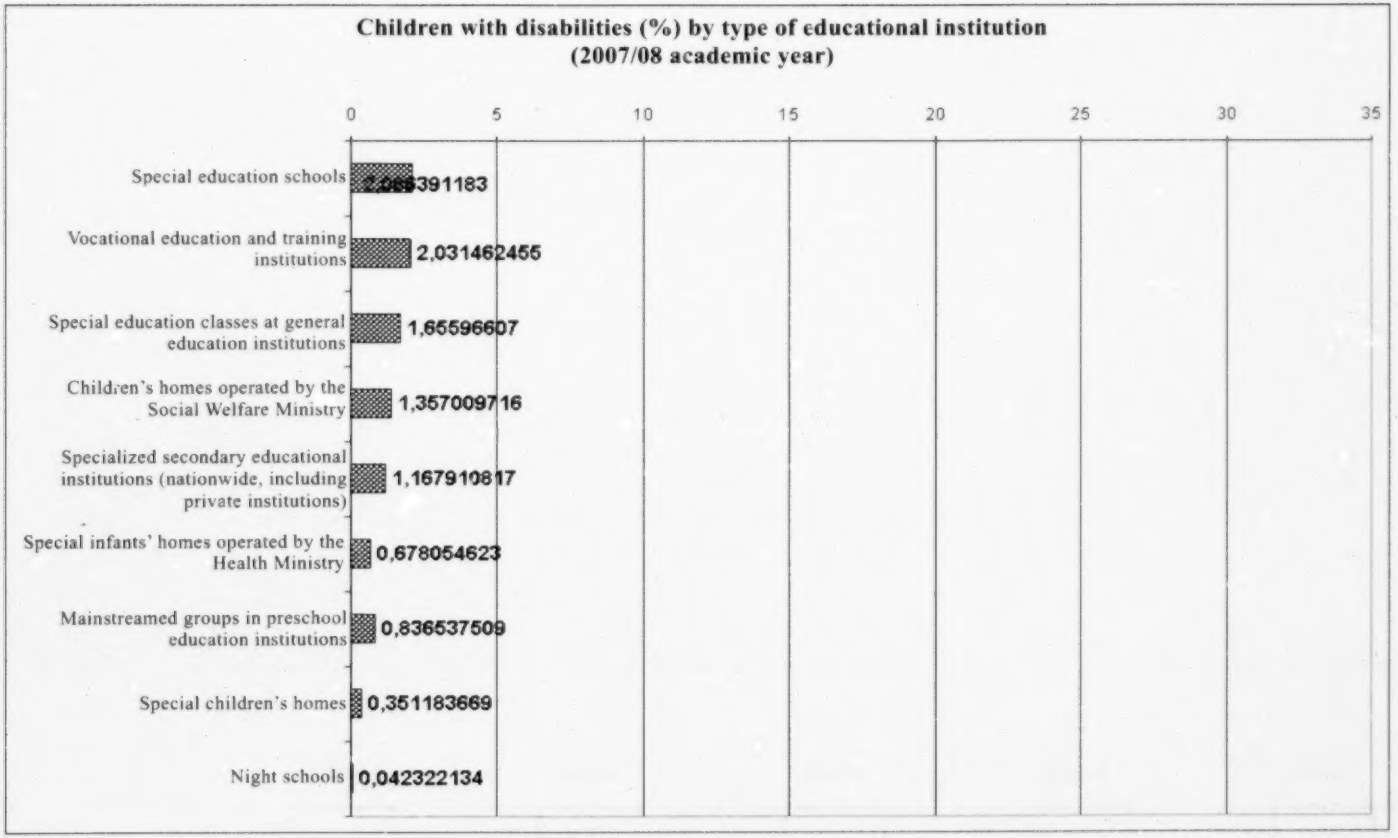


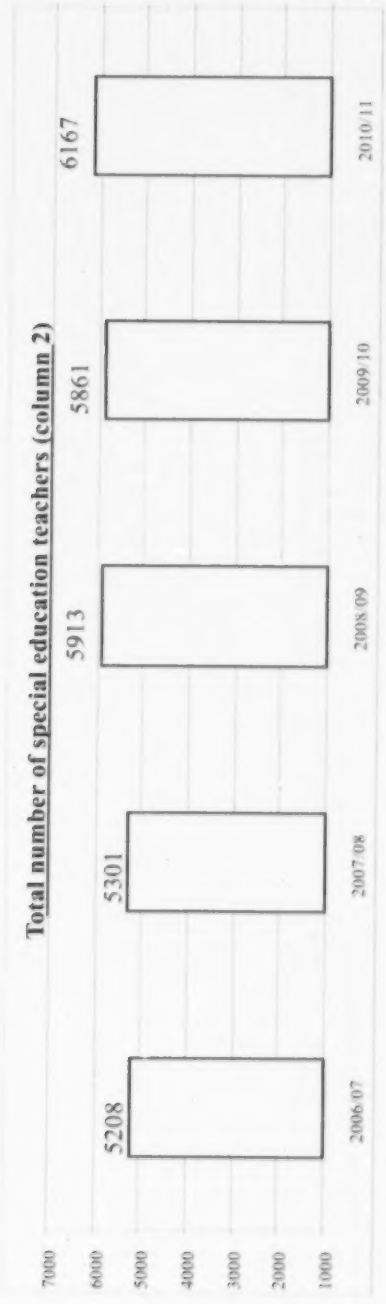
Annex 8

Teaching specialties within the special education system

At the start of the academic year	Total number of special education teachers (columns 3-7)	Special education teachers by type of institution:					From column 2					In addition:	
		Preschool educational institutions	General education institutions	Special education institutions		In children's homes	Special education teachers[a]	Speech therapists	Teachers of the blind and the visually impaired	Teachers of the mentally disabled	Teachers of the deaf and the hearing impaired	School psychologists	Physical education teachers
				Special and auxiliary schools and boarding schools	Remedial and developmental education and rehabilitation centres								
1	2	3	4	5	6	7	8	9	10	11	12	13	14
2006/07	5 208	2 090	2 402	142	495	79	2 458	2 102	157	328	84	3 916	11 161
2007/08	5 301	2 211	2 402	94	515	79	2 589	2 102	157	328	84	3 916	11 161
2008/09	5 913	2 359	2 790	119	568	77	2 843	2 448	130	324	42	2 370	1 633
2009/10	5 861	2 492	2 870	117	591	72	3 499	2 554	134	326	45	2 380	10 013
2010/11	6 167	2 492	2 927	96	588	64	3 541	2 564	131	376	79	3 878	9 649
By province at the start of the academic year:													
Brest Prov.	743	326	308	15	88	6	403	345	19	46	12	537	1 587
Vitsyebsk Prov.	785	281	396	11	86	11	486	300	4	64	6	541	1 180
Homyel Prov.	920	365	447	18	85	5	544	362	36	47	11	573	1 687
Hrodna Prov.	917	403	443	16	51	4	494	390	20	51	9	461	1 237
City of Minsk	1 032	545	381	17	78	11	460	528	32	50	29	763	1 418
Minsk Prov.	1 056	358	565	5	114	14	676	394	15	65	6	533	1 400
Mahilyow Prov.	707	214	387	14	86	6	478	245	5	53	6	461	1 126
Schools overseen by the Min. of Ed.	7	0	0	0	0	7	1	0	0	0	0	9	14

[a] Primary school and 5-11 (12) years of study.


Children with disabilities (%) by type of educational institution
(2007/08 academic year)
0
5
10
15
20
25
30
35
Special education schools
2,088391183
Vocational education and training institutions
2,031462455
Special education classes at general education institutions
1,65596607
Children's homes operated by the Social Welfare Ministry
1,357009716
Specialized secondary educational institutions (nationwide, including private institutions)
1,167910817
Special infants' homes operated by the Health Ministry
0,678054623
Mainstreamed groups in preschool education institutions
0,836537509
Special children's homes
0,351183669
Night schools
0,042322134


Total number of special education teachers (column 2)
7000
6000
5000
4000
3000
2000
1000
5208
5301
5913
5861
6167
2006.07
2007.08
2008.09
2009.10
2010.11

Annex 9

Vocational education and training institutions

(at the start of the academic year 2010/11)

Province	Total number of institutions	By type of vocational education and training institution				
		Ministry of Education institutions	Trade schools	Vocational lyceums	Vocational colleges	In rural areas	Other educational institutions
Brest	31	31	1	17	13	2	1
Vitsyebsk	34	34	5	21	8	6	2
Homyel	40	40	24	9	7	2	1
Hrodna	28	28	1	17	10	1	1
Mahilyow	37	36	5	17	14	2	0
City of Minsk	26	25	0	14	11	0	3
Minsk Prov.	23	23	2	16	5	5	2
Total	**219**	**217**	**38**	**111**	**68**	**18**	**10**
Past academic years for reference							
2009/10	223	222	55	105	63	18	9
2008/09	224	22	69	93	62	17	9
2007/08	225	223	92	77	54	16	10
2006/07	228	226	112	63	53	16	12

Annex 10

Multifunctional vocational education and training institutions

(at the start of the academic year 2010/11)

Province	Total	Including										
		Institutions with lyceum groups	*Number of students enrolled in lyceum groups*	*Institutions offering worker training, refresher training, continuing education programmes*	*Total number of graduates of worker training, refresher training and continuing education programmes*	*Institutions offering vocational and professional training for pupils at general education institutions*	*Total number of enrolled pupils*	*Institutions offering integrated vocational education and training and specialized secondary education programmes*	*Total number of enrolled pupils*	*Institutions that include special education groups*	*Attended by students with disabilities*	*Attended by students with physical disabilities*
Brest	32			28	4 386	4	193	19	471	7	209	30
Vitsyebsk	36			25	3 412	0	0	30	741	10	288	109
Homyel	41			24	5 625	0	0	13	492	13	384	49
Hrodna	29			22	4 772	0	0	5	106	8	390	35
Mahilyow	37			30	3 264	6	1 077	21	501	21	517	114
City of Minsk	29			15	2 336	0	0	3	232	6	169	47
Minsk Prov.	25			19	4 266	3	323	19	265	17	319	35
Total	**229**	**0**	**0**	**163**	**28 061**	**13**	**1 593**	**110**	**2 808**	**82**	**2 276**	**419**
Past academic years for reference:												
2009/10	232	0	0	165	26 494	14	1 721	63	7 124	67	2 106	468
2008/09	233	0	0	153	25 716	19	2 592	61	6 580	77	1 927	402
2007/08	235	128	13 587	156	23 697	22	3 516	55	6 702	78	2 076	415
2006/07	240	128	12 437	154	23 599	27	3 160	53	4 846	63	1 604	407

Annex 11

Enrolment at vocational education and training institutions

(at the start of the academic year 2010/11)

Province	Total	Full-time students	Of these: Persons with disabilities		Of these: Orphans and children lacking parental care	
			Total	Of whom persons with physical disabilities	Total	In government care
Brest	15 264	15 162	209	30	565	494
Vitsyebsk	14 341	14 341	288	109	994	870
Homyel	15 667	15 667	384	49	897	805
Hrodna	12 334	12 319	390	35	593	485
Mahilyow	16 084	15 717	517	114	946	781
City of Minsk	15 250	15 180	197	71	671	531
Minsk Prov.	12 685	12 575	291	19	820	762
Vocational college overseen by the Ministry of Education	631	631	0	0	10	8
Specialized trade school	145	145	12	0	18	12
Other institutions overseen by the Ministry of Education	2 520	2 520	34	34	163	123
Institutions overseen by the Ministry of Agriculture	492	492	0	0	15	5
Institutions overseen by the Belarusian Republican Union of Consumer Societies	623	619	6	5	7	1
Total: Ministry of Education	**104 921**	**104 257**	**2 322**	**461**	**5 677**	**4 871**
Republic of Belarus	**106 036**	**105 368**	**2 328**	**466**	**5 699**	**4 877**
Ministry of Education	104 495	103 831	2 205	553	5 526	4 614
Republic of Belarus	105 730	105 064	2 217	554	5 544	4 622
Ministry of Education	97 745	96 763	2 137	542	4 837	4 137
Republic of Belarus	99 013	98 029	2 138	543	4 849	4 144
2007/2008 acad. year						
Ministry of Education	103 624	103 419	2 250	597	5 690	4 866
Republic of Belarus	105 084	104 879	2 256	599	5 705	4 872
2006/2007 acad. year						
Ministry of Education	112 697	112 622	2 249	642	6 225	4 794
Republic of Belarus	114 424	114 349	2 249	642	6 238	4 797

Annex 12

Educational level of supervisory and teaching staff in professional and technical education

(at the start of the 2010/11 academic year)

Province	Number of employees according to staff list	Actual number of employees	Number of permanent staff	Breakdown by education type/level: Higher: Total	%	Number of technical teaching or teaching staff: Total	%	Specialized secondary: Total	%	Number of technical teaching or teaching staff: Total	%	General	%	Restrained	Number restrained within their speciality
Brest Prov.	2 670	1 943	1 911	1 253	65.6	1 056	84.3	650	34	467	71.8				
Vitsyebsk Prov.	2 297	1 936	1 925	1 191	61.9	905	76	706	36.7	426	60.3	28	1.5		
Homyel Prov.	2 522	1 946	1 941	1 245	64.1	1 083	87	642	33.1	440	68.5	54	2.8	14	11
Hrodna Prov.	2 064	1 562	1 546	976	63.1	814	83.4	552	35.7	376	68.1	18	1.2	32	16
Mahilow Prov.	2 604	1 957	1 952	1 261	64.6	1 019	80.8	648	33.2	357	55.1	43	2.2	48	38
City of Minsk	2 134	1 682	1 676	1 171	69.9	996	85.1	493	29.4	327	66.3	12	0.7	36	31
Minsk Prov.	1 941	1 548	1 539	927	60.2	750	80.9	598	38.9	445	74.4	14	0.9	28	28
Vocational college branch of the National Professional Education Institute	134	123	99	85	85.9	83	97.6	14	14.1	14	100	0	0	4	0
Special professional and technical institutions	142	131	131	112	85.5	109	97.3	19	14.5	17	89.5	0	0	1	0
Organizations overseen by the Ministry of Agriculture and Food	69	65	65	46	70.8	46	100	19	29.2	19	100	0	0	2	2
Organizations overseen by the Belarusian National Union of Consumer Societies	29	27	27	21	77.8	15	71.4	6	22.2	0	0	0	0	3	0
Total: Ministry of Education	**16 508**	**12 828**	**12 720**	**8 221**	**64.6**	**6 815**	**82.9**	**4 322**	**34**	**2 869**	**66.4**	**177**	**1.4**	**273**	**223**
Republic of Belarus	**16 606**	**12 920**	**12 812**	**8 288**	**64.7**	**6 876**	**83.0**	**4 347**	**33.9**	**2 888**	**66.4**	**177**	**1.4**	**278**	**225**
Past academic years, for reference															
2009/2010															
Ministry of Education	16 179	12 847	12 710	8 088	63.6	6 551	81	4 436	34.9	2 852	64.3	186	1.5	325	306
Republic of Belarus	16 273	12 935	12 798	8 150	63.7	6 602	81	4 462	34.9	2 871	64.3	186	1.5	331	312

Province	Number of employees according to staff list	Actual number of employees	Number of permanent staff	Breakdown by education type/level: Higher: Total	%	Higher: Number of technical teaching or teaching staff: Total	%	Specialized secondary: Total	%	Specialized secondary: Number of technical teaching or teaching staff: Total	%	General	%	Restrained	Number restrained within their speciality
2008/2009															
Ministry of Education	15 454	12 544	12 453	7 837	62.9	6 330	80.8	4 421	35.5	2 724	61.6	195	1.6	272	209
Republic of Belarus	15 541	12 625	12 534	7 886	62.9	6 370	80.8	4 453	35.5	2 726	61.2	195	1.6	272	209
2007/2008															
Ministry of Education	16 047	13 281	13 187	8 102	61.4	6 383	78.8	4 828	36.6	2 827	58.6	257	1.9	213	201
Republic of Belarus	16 128	13 363	13 269	8 105	6 134	6 422	78.8	4 860	36.6	2 829	58.2	257	1.9	215	203
2006/2007															
Ministry of Education	16 411	13 720	16 609	8 174	60.1	6 248	76.4	5 159	37.9	2 836	55	276	2		

Annex 13

System of State secondary specialized educational institutions

(at the start of the 2010/11 academic year)

Province	*Total number of institutions*	*Number of those overseen by the Ministry of Education*	*Out of the total number of institutions*					
			Colleges	*Technical schools*	*Trade schools*	*Higher colleges, institutions of higher learning, National Professional Education Institute*	*Vocational colleges*	*"Gymnasium-college" educational complexes*
Brest Prov.	28	16	11		3	2	12	
Vitsyebsk Prov.	28	15	18		2	2	6	
Homyel Prov.	29	16	19	1	2		7	
Hrodna Prov.	21	11	10		2	1	8	
City of Minsk	40	23	15		5	5	10	5
Minsk Prov.	23	12	15		3		4	1
Mahilyow Prov.	33	22	13		2	3	13	2
Total by academic year	**202**	**115**	**101**	**1**	**19**	**13**	**60**	**8**
2009/10	199	113	95	5	21	12	59	7
2008/09	196	108	89	9	25	13	53	7
2007/08	195	107	78	15	30	13	52	7
2006/07	195	107	73	19	31	13	52	7

Annex 14

Breakdown of enrolment in secondary specialized educational institutions

(at the start of the 2010/2011 academic year)

State institutions

	Attendance			
		By type of study		
Province	*Total*	*Full-time*	*Night school*	*Extramural*
Brest Prov.	19 546	12 997	8	6 541
Vitsyebsk Prov.	20 567	15 235	71	5 261
Homyel Prov.	20 207	15 248	233	4 726
Hrodna Prov.	17 116	12 580		4 536
City of Minsk	34 994	26 734	181	8 079
Minsk Prov.	15 081	10 243		4 838
Mahilyow Prov.	18 925	12 984	260	5 681
Total	**146 436**	**106 021**	**753**	**39 662**
Past academic years, for reference:				
2009/10	145 379	105 602	815	38 962
2008/09	138 840	101 945	887	36 008
2007/08	138 705	101 789	975	35 941
2006/07	136 740	103 173	935	32 632

Private institutions

	Attendance			
		By type of study		
Province	*Total*	*Full-time*	*Night school*	*Extramural*
Brest Prov.	3 684	1 777		1 907
Vitsyebsk Prov.	2 432	1 105		1 327
Homyel Prov.	2 110	1 061		1 049
Hrodna Prov.	2 520	1 267		1 253
City of Minsk	7 080	3 688		3 392

Province	Attendance			
		By type of study		
	Total	Full-time	Night school	Extramural
Minsk Prov.	3 082	1 682		1 400
Mahilyow Prov.	249	97		152
Total	**21 157**	**10 677**		**10 480**
Past academic years, for reference:				
2009/10	21 258	11 046		10 212
2008/09	18 449	9 792		8 657
2007/08	16 344	9 193		7 151
2006/07	15 799	8 741		7 058

Nationwide total

Province	Attendance			
		By type of study		
	Total	Full-time	Night school	Extramural
2010/11 academic yr.	**167 593**	**116 698**	**753**	**50 142**
Past academic years, for reference:				
2009/10	166 637	116 648	815	49 174
2008/09	157 289	111 737	887	44 665
2007/08	155 049	110 982	975	43 092
2006/07	152 539	111 914	935	39 690

Annex 15

Teaching faculty of specialized secondary educational institutions

Staff instructors

(as at the start of the 2010/11 academic year)

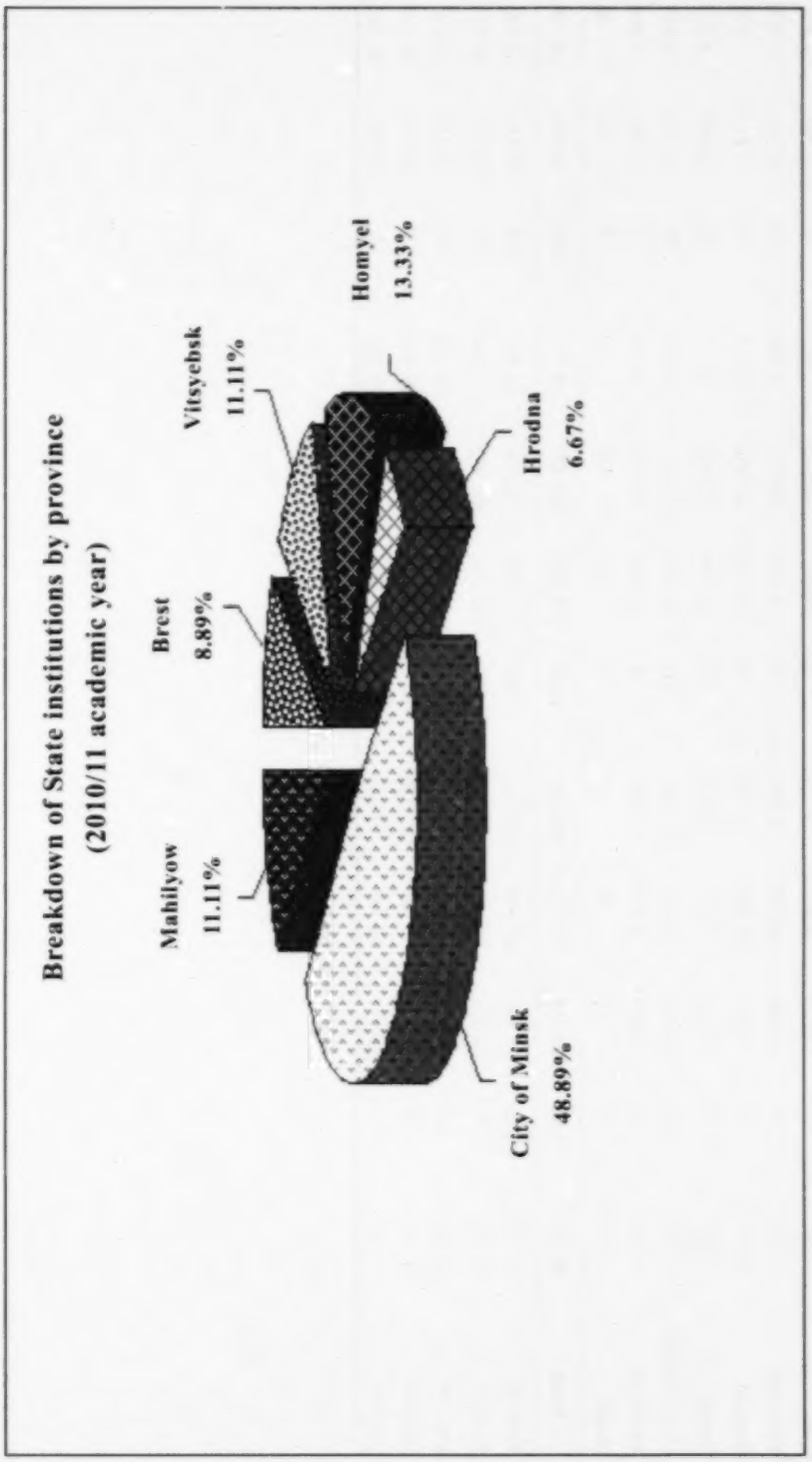
Province	Number of educational institutions	Number of permanent instructors		Of the total number of staff instructors							
				The following numbers have				The following numbers are in the			
				Higher education		Secondary specialized education					
		Total	Number of women	Total	Those with technical-pedagogical or pedagogical education	Total	Those with technical-pedagogical or pedagogical education	Highest category	First category	Second category	Teaching faculty at private educational institutions
Brest Prov.	16	1 017	699	1 007	887	10	8	362	287	158	133
Vitsyebsk Prov.	22	1 273	922	1 259	836	14	9	476	359	193	78
Homyel Prov.	22	1 365	994	1 353	1 110	12	8	536	371	213	67
Hrodna Prof.	13	1 170	880	1 163	863	7	7	478	314	173	77
City of Minsk	25	2 025	1 607	2 020	1 631	5	3	750	478	349	249
Minsk Prov.	18	858	631	843	581	15	12	315	230	154	109
Mahilyow Prov.	18	1 107	796	1 097	865	10	7	368	341	178	
Total	**134**	**8 815**	**6 529**	**8 742**	**6 773**	**73**	**54**	**3 285**	**2 380**	**1 418**	**713**
Past academic years, for reference:											
2009/10	133	9 852	6 983	9 591				3 683	2 706	1 606	800
2008/09	136	9 641	6 933	9 408				3 660	2 626	1 645	690
2007/08	136	9 675	6 919	9 472				3 642	2 630	1 726	699
2006/07	136	9 507	6 596	9 299				3 290	2 609	1 722	664

Annex 16

System of institutions of higher education in Belarus

(as at the start of the 2010/11 academic year)

Province	*All State institutions*	*State institutions overseen by the Ministry of Education*	*Including (from column 2):*				*Plus private institutions*
			Academies	*Universities*	*Institutes*	*Higher colleges*	
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*
Brest Prov.	4	3	0	4	0	0	0
Vitsyebsk Prov.	5	3	1	4	0	0	0
Homyel Prov.	6	3	0	5	1	0	1
Hrodna Prov.	3	1	0	3	0	0	0
City of Minsk	22	9	5	12	2	3	9
Mahilyow Prov.	5	4	1	3	0	1	0
Total, by academic year	**45**	**23**	**7**	**31**	**3**	**4**	**10**
2009/10	43	23	7	31	2	3	10
2008/09	43	23	7	31	2	3	10
2007/08	43	23	7	31	2	3	10
2006/07	43	23	7	31	2	3	12


Breakdown of State institutions by province
(2010/11 academic year)
Homyel
13.33%
Vitsyebsk
11.11%
Hrodna
6.67%
Brest
8.89%
Mahilyow
11.11%
City of Minsk
48.89%

Annex 17

Students admitted to, attending and graduating from institutions of higher education

(at the start of the 2010/11 academic year)

State institutions

	Admitted				*Attending*				*Graduated*			
	By type of study				*By type of study*				*By type of study*			
Province	*Full-time*	*Night school*	*Extramural*	*Total*	*Full-time*	*Night school*	*Extramural*	*Total*	*Full-time*	*Night school*	*Extramural*	*Total*
Brest	4 269	0	4 136	8 405	17 424	0	18 411	35 835	2 872	0	3 101	5 973
Vitsyebsk	5 263	0	4 939	10 202	21 046	0	19 025	40 071	3 430	0	2 546	5 976
Homyel	5 364	0	4 861	10 225	23 144	0	21 134	44 278	4 118	0	3 578	7 696
Hrodna	3 912	23	3 181	7 116	15 414	56	14 950	30 420	2 117	22	2 365	4 504
City of Minsk	25 728	120	17 064	42 912	111 685	590	80 200	192 475	19 105	84	12 855	32 044
Mahilyow	4 221	0	4 288	8 509	17 564	0	21 838	39 402	3 134	0	4 352	7 486
Minsk	0	0	45	45	10	0	306	316	0	0	46	46
Total	**48 757**	**143**	**38 514**	**87 414**	**206 287**	**646**	**175 864**	**382 797**	**34 776**	**106**	**28 843**	**63 725**
2009/10	48 703	252	36 485	85 440	201 312	664	170 790	372 766	33 446	248	29 848	63 542
2008/09	44 903	153	34 075	79 131	195 096	688	167 136	362 920	30 981	318	26 249	57 728
2007/08	44 801	136	35 678	80 615	190 417	873	163 698	354 988	30 349	345	24 414	55 108
2006/07	43 076	57	32 793	75 926	182 558	1 107	155 270	338 935	29 690	370	21 711	51 771
2005/06	43 121	151	34 471	77 743	177 969	1 725	145 334	325 028	28 519	351	18 541	47 411

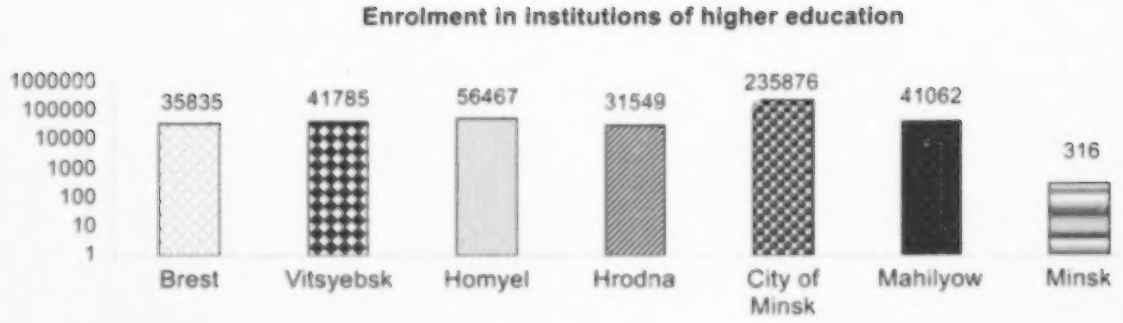
Private institutions

Province	Admitted				Attending				Graduated			
	By type of study				By type of study				By type of study			
	Full-time	Night school	Extramural	Total	Full-time	Night school	Extramural	Total	Full-time	Night school	Extramural	Total
Brest	0	0	0	0	0	0	0	0	0	0	0	0
Vitsyebsk	116	0	238	354	442	0	1 272	1 714	50	0	132	182
Homyel	800	0	2 324	3 124	3 379	0	8 810	12 189	369	0	1 517	1 886
Hrodna	91	0	116	207	454	0	675	1 129	76	0	155	231
City of Minsk	2 495	0	6 622	9 117	10 495	0	32 906	43 401	1 693	0	5 407	7 100
Mahilyow	120	0	190	310	667	0	993	1 660	69	0	145	214
Total	**3 622**	**0**	**9 490**	**13 112**	**15 437**	**0**	**44 656**	**60 093**	**2 257**	**0**	**7 356**	**9 613**
2009/10	3 758	0	8 601	12 359	15 076	0	42 524	57 600	1 936	0	8 504	10 440
2008/09	3 505	0	8 849	12 354	14 772	0	43 005	57 777	2 388	0	8 706	11 094
2007/08	4 561	0	10 270	14 831	14 916	98	43 656	58 670	2 673	0	9 080	11 753
2006/07	3 918	0	6 770	10 688	14 494	124	43 357	57 975	2 958	0	6 634	9 592
2005/06	3 112	122	9 706	12 940	14 846	170	43 257	58 273	2 775	0	3 459	6 234

Nationwide total

Academic year	Admitted				Attending				Graduated			
	By type of study				By type of study				By type of study			
	Full-time	*Night school*	*Extramural*	*Total*	*Full-time*	*Night school*	*Extramural*	*Total*	*Full-time*	*Night school*	*Extramural*	*Total*
2011/10	**52 379**	**143**	**48 004**	**100 526**	**221 724**	**646**	**220 520**	**442 890**	**37 033**	**106**	**36 199**	**73 338**
2009/10	52 461	252	45 086	97 799	216 388	664	213 314	430 366	35 382	248	38 352	73 982
2008/09	48 408	153	42 924	91 485	209 868	688	210 141	420 697	33 369	318	35 135	68 822
2007/08	49 362	136	45 948	95 446	205 333	971	207 354	413 658	33 022	345	33 494	66 861
2006/07	46 994	57	39 563	86 614	197 052	1 231	198 627	396 910	32 648	370	28 345	61 363
2005/06	46 233	273	44 177	90 683	192 815	1 895	188 591	383 301	31 294	351	22 000	53 645

Province	Admitted				Attending				Graduated			
	By type of study				By type of study				By type of study			
	Full-time	*Night school*	*Extramural*	*Total*	*Full-time*	*Night school*	*Extramural*	*Total*	*Full-time*	*Night school*	*Extramural*	*Total*
Brest	4 269	0	4 136	8 405	17 424	0	18 411	35 835	2 872	0	3 101	5 973
Vitsyebsk	5 379	0	5 177	10 556	21 488	0	20 297	41 785	3 480	0	2 678	6 158
Homyel	6 164	0	7 185	13 349	26 523	0	29 944	56 467	4 487	0	5 095	9 582
Hrodna	4 003	23	3 297	7 323	15 868	56	15 625	31 549	2 193	22	2 520	4 735
City of Minsk	28 223	120	23 686	52 029	122 180	590	113 106	235 876	20 798	84	18 262	39 144
Mahilyow	4 341	0	4 478	8 819	18 231	0	22 831	41 062	3 203	0	4 497	7 700
Minsk	0	0	45	45	10	0	306	316	0	0	46	46
Total	**52 379**	**143**	**48 004**	**100 526**	**221 724**	**646**	**220 520**	**442 890**	**37 033**	**106**	**36 199**	**73 338**
2009/10	52 461	252	45 086	97 799	216 388	664	213 314	430 366	35 382	248	38 352	73 982
2008/09	48 408	153	42 924	91 485	209 868	688	210 141	420 697	33 369	318	35 135	68 822
2007/08	49 362	136	45 948	95 446	205 333	971	207 354	413 658	33 022	345	33 494	66 861
2006/07	46 994	57	39 563	86 614	197 052	1 231	198 627	396 910	32 648	370	28 345	61 363
2005/06	46 233	273	44 177	90 683	192 815	1 895	188 591	383 301	31 294	351	22 000	53 645


Enrolment in institutions of higher education
1000000
100000
10000
1000
100
10
1
35835
41785
56467
31549
235876
41062
316
Brest
Vitsyebsk
Homyel
Hrodna
City of Minsk
Mahilyow
Minsk

Annex 18

Enrolment in institutions of higher education

(at the start of the 2010/11 academic year)

Public institutions

	Attending			
		By type of study		
Province	*Total*	*Full-time*	*Night school*	*Extramural*
Brest	35 835	17 424	0	18 411
Vitsyebsk	40 071	21 046	0	19 025
Homyel	44 278	23 144	0	21 134
Hrodna	30 420	15 414	56	14 950
City of Minsk	192 475	111 685	590	80 200
Mahilyow	39 402	17 564	0	21 838
Minsk	316	10	0	306
Total	**382 797**	**206 287**	**646**	**175 864**
2009/10	372 766	201 312	664	170 790
2008/09	362 920	195 096	688	167 136
2007/08	354 988	190 417	873	163 698
2006/07	338 935	182 558	1 107	155 270

Page 11 10/04

E/2011/98

Private institutions

Province	Attending			
	Total	By type of study		
		Full time	Night school	Extramural
Brest	0	0	0	0
Vitsyebsk	1 714	442	0	1 272
Homyel	12 189	3 379	0	8 810
Hrodna	1 129	454	0	675
City of Minsk	43 401	10 495	0	32 906
Mahilyow	1 660	667	0	993
Total	**60 093**	**15 437**	**0**	**44 656**
2009/10	57 600	15 076	0	42 524
2008/09	57 777	14 772	0	43 005
2007/08	58 670	14 916	98	43 656
2006/07	57 975	14 494	124	43 357

Nationwide total

	Attending			
		By type of attendance		
Academic year	*Total*	*Full-time*	*Night school*	*Extramural*
2011/10	**442 890**	**221 724**	**646**	**220 520**
2009/10	430 366	216 388	664	213 314
2008/09	420 697	209 868	688	210 141
2007/08	413 658	205 333	971	207 354
2006/07	396 910	197 052	1 231	198 627

	Attending			
		By type of attendance		
Province	*Total*	*Full-time*	*Night school*	*Extramural*
Brest	35 835	17 424	0	18 411
Vitsyebsk	41 785	21 488	0	20 297
Homyel	56 467	26 523	0	29 944
Hrodna	31 549	15 868	56	15 625
City of Minsk	235 876	122 180	590	113 106
Mahilyow	41 062	18 231	0	22 831
Minsk	316	10	0	306
Total	**442 890**	**221 724**	**646**	**220 520**
2009/10	430 366	216 388	664	213 314
2008/09	420 697	209 868	688	210 141
2007/08	413 658	205 333	971	207 354
2006/07	396 910	197 052	1 231	198 627

Annex 19

Faculty at institutions of higher education

(at the start of the 2010/11 academic year)

Public institutions

		Including					
Province	*Core faculty*	*Doctors of science*	*Candidates of science*	*Professors*	*Assistant professors*	*Social care teachers*	*School psychologists*
Brest	1 741	42	503	42	433	8	10
Vitsyebsk	2 257	121	837	104	670	8	10
Homyel	2 240	90	742	73	610	7	9
Hrodna	1 638	109	633	92	483	6	6
City of Minsk	12 879	849	4 960	811	4 062	56	61
Mahilyow	1 993	78	730	76	614	8	8
Total	**22 748**	**1 289**	**8 405**	**1 198**	**6 872**	**93**	**104**
2009/10	22 370	1 281	8 180	1 205	6 547	87	100
2008/09	21 927	1 282	8 083	1 204	6 346	71	93
2007/08	21 466	1 268	7 931	1 198	5 976	43	85
2006/07	21 053	1 253	7 835	1 178	5 950	63	77

Private institutions

Province	*Core faculty*	*Including*			
		Doctors of science	*Candidates of science*	*Professors*	*Assistant professors*
Brest	0	0	0	0	0
Vitsyebsk	54	1	20	1	14
Homyel	374	10	139	12	120
Hrodna	54	1	17	1	9
City of Minsk	1 159	40	362	39	289
Mahilyow	62	1	26	1	24
Total	**1 703**	**53**	**564**	**54**	**456**
2009/10	1 725	55	550	58	438
2008/09	1 721	60	588	65	453
2007/08	1 813	62	611	72	459
2006/07	1 918	81	663	80	447

Nationwide total

Province	*Core faculty*	*Including*			
		Doctors of science	*Candidates of science*	*Professors*	*Assistant professors*
2010/11	**24 451**	**1 342**	**8 969**	**1 252**	**7 328**
2009/10	24 095	1 336	8 730	1 263	6 985
2008/09	23 648	1 342	8 671	1 269	6 799
2007/08	23 279	1 330	8 542	1 270	6 435
2006/07	23 384	1 349	8 594	1 278	6 423

Annex 20

Supplementary education institutions for children and youth

(at the start of the 2010/11 academic year)

Province	*Total number of institutions*	*Including*					
		Children's art centres	*Invention and technology centres*	*Youth environmental and natural sciences education centres*	*Children and youth travel and tourism centres*	*Supplementary education associations*	*Other supp education institutions*
Brest	63	24	2	5	17	3	12
Vitsyebsk	36	26	1	1	2	4	2
Homyel	68	25	8	4	6	12	13
Hrodna	51	25	7	7	10		2
City of Minsk	26	10	1		1	3	11
Minsk	78	28	4	5	16		25
Mahilyow	56	27	2	2	15	3	7
Educational institutions overseen by the Ministry of Education	5	1	2	1	1		
Total	**383**	**166**	**27**	**25**	**68**	**25**	**72**
Past academic years for reference:							
2009/10	389	168	27	25	67	25	77
2008/09	386	181	28	24	63	13	77
2007/08	368	181	28	24	57	12	66
2006/07	353	177	29	25	55	13	54

Annex 21

Associations according to field of activity and participants

(at start of 2010/11 academic year)

Province	*Total number of institutions*	*Total participants*	*By field of activity*					
			Invention and technology	*Natural sciences*	*Tourism and local history*	*Sports*	*Fine arts*	*Other*
Brest	3 818	50 516	4 717	5 488	6 997	3 395	20 279	9 640
Vitsyebsk	3 462	41 877	4 548	4 818	4 406	4 885	17 843	5 377
Homyel	4 097	55 742	10 821	4 552	5 167	8 669	18 181	8 352
Hrodna	4 173	49 995	5 557	5 538	6 841	5 847	16 415	9 797
City of Minsk	6 574	86 727	7 548	3 145	3 133	24 507	31 306	17 088
Minsk	3 891	54 440	4 197	4 129	6 851	5 226	20 656	13 381
Mahilyow	5 236	66 294	5 436	4 983	7 342	10 078	27 143	11 312
Educational institutions overseen by the Ministry of Education	714	9 842	3 310	1 286	1 120	179	3 790	157
Total	**31 965**	**415 433**	**46 134**	**33 939**	**41 857**	**62 786**	**155 613**	**75 104**
Past academic years for reference:								
2009/10	32 475	416 431	43 851	34 734	42 186	61 951	154 795	78 914
2008/09	30 897	400 338	44 528	33 868	40 625	63 243	152 326	65 748
2007/08	29 953	385 465	45 199	32 853	38 315	53 077	150 449	65 572
2006/07	29 288	378 560	44 356	32 280	36 188	50 351	151 741	63 644